University of Texas Bulletin
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BY

WILLIAM SENECA SUTTON
Dean of the School of Education
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Acting President of the University of Texas

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The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

Mirabeau B. Lamar

FOREWORD

The papers and addresses of which this volume is composed were, with one exception, written during the year from November, 1922 to November, 1923. In the final chapter is reproduced a portion of an address delivered in 1904 before *The Texas Federation of Women's Clubs,* my reasons therefor being, first, that public opinion is both the basis and the limitation of progress in a democratic commonwealth, and, second, that during the year 1924, there will be a survey of the school system of Texas. I trust that there will, furthermore, be sane and militant efforts on the part of the school men and women, together with well-informed, patriotic laymen, to inform the people of our state concerning the present status of their schools, in order that both education-consciousness and education-conscience may be aroused and rationally developed.

THE AUTHOR.

The University of Texas,
December 10, 1923.

CONTENTS

THE FIRST FOUR PLANKS IN GOVERNOR NEFF'S PROGRAM FOR PUBLIC EDUCATION IN TEXAS*

I. Education a Vital Function of the State

At the meeting of the Texas State Teachers' Association, held in Houston in 1922, Governor Pat M. Neff delivered a vigorous and inspiring address. The principle which he selected as the foundation for his remarks is found in the Book of Proverbs, and reads thus: "Where there is no vision, the people perish." At some length he set forth a program for education in Texas which is worthy of the thoughtful attention of the progressive citizens of our commonwealth, and which should lead to affirmative action in the direction of the improvement of our entire system of public instruction. The friends of public education should rejoice that our chief executive officer has both the wisdom and the courage to testify publicly to the defects of our schools, and to propose far-reaching remedial measures therefor. My sense of the justice to which public servants are entitled at the hands of the people they serve, constrains me to express the hope that the school workers in Texas will be sincerely grateful to the Governor for what he said in his Houston address.

It is my present purpose to set forth in brief compass some observations upon four planks in the Governor's educational program, the first of which reads as follows: "The state must recognize education as a vital function of government."

About the correctness of this doctrine, there should be no debate. The first section of Article VII of our state constitution reads thus: "A general diffusion of knowledge being essential to the preservation of the liberties and rights of the people, it shall be the duty of the legislature of the state to establish and make suitable provision for the sup-

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*This chapter was published by sections in some of the daily newspapers in Texas in January and February, 1923.

port and maintenance of an efficient system of public free schools." Surely, if schools are absolutely necessary to guarantee the liberty and rights of the people, the welfare, as well as the very existence of the state, depends upon a public school system efficiently administered. If, therefore, schools are of so great importance, the Governor is right in his contention that "education is a really vital function of government," and the citizens of Texas should not only subscribe to his views, but should also, by word and act, give him substantial encouragement.

The Governor is by no means alone in upholding the doctrine that education is an all-important function of government. It is in America an established principle, which great statesmen and patriots from the very beginning of our history have endorsed. Our people, also, have followed their leaders, and have poured out many millions of treasure in order to establish and maintain schools which, it is believed, are the breeding grounds of democracy and patriotism and virtue. One could fill a volume with extracts from the arguments of great thinkers and great publicists in defense of public education at public expense. Only this one quotation will now be submitted:

> "Knowledge will govern ignorance," says James Madison, "and a people who expect to be their own governors, must arm themselves with the power that knowledge gives."

If education is a life-and-death matter, a positive necessity, not a luxury, the mandate of the constitution of the state that the legislature *shall* (not *may*) make suitable provision for the support and maintenance of an efficient system of public free schools should be heeded, and that without delay. A democratic state cannot exist without an enlightened citizenship, and the very first of all the duties of our lawmakers is to guarantee to all the children of the state the opportunity to attend schools conducted with reasonable efficiency.

The real cause of our present educational deficiencies in Texas is that we as a people do not really believe that education is indispensable to the progress and existence of the

state. Whenever a serious disease attacks a rational man, he does not hesitate to employ heroic remedies. High-priced physicians, surgeons, nurses, trips to far-away, far-famed health resorts, hospital accommodations, all may cause him to groan over the depletion of his pocketbook; but he knows that health is cheap at any price, and he acts accordingly. If all our people, rural, as well as urban, were to have such honest-to-God faith in the value of the public schools as they have in medicine and doctors, Texas would not rank among the American states as thirty-fourth in educational efficiency, and she would, furthermore, be spending far less every year than she now spends for the service of reputable physicians, not to speak of what she wastes upon fake doctors and patent medicines. It is true now, as it has always been, that a people show their faith by their works. The candid truth is that many of our people are yet aristocratic-minded in their attitude toward education; they are perfectly willing to educate some of the people, but they are fearful that, if you educate all the people, you will stir up the "sleeping lions."

Even some university people, who belong to this undemocratic class, have, within the last year or two, expressed great alarm at the constantly increasing number of students crowding into high schools and colleges, as if it were a danger to our country for our higher schools to minister to the physical, intellectual, and moral development of the largest possible number of our people. I rejoice, however, that such feeble-minded and undemocratic expressions have not come from any president or professor employed by the University of Texas or by any of our state colleges. If there be one educational doctrine that should be prized above all others by a state university, which is itself one of the highest expressions of democracy, it is the doctrine of free public education, a doctrine to which our own state university has been, and is now, unequivocally loyal, and to the propagation of which it has rendered continuous and valuable service.

The real friends of public education are devoted to its welfare in all its phases, elementary, secondary, higher.

Even as the university man has no right to employment in a state institution of higher learning if he has little regard, or if he has contempt, for the work of the lower schools and for the workers therein, so any man, whether he be a state official, a worker in one of our lower schools, or just a private citizen, is an enemy to the cause of public education if, publicly or privately, he seeks to curtail the usefulness of the University or to destroy or to limit unduly the proper functioning of that institution. The University, the A. & M. College with its branches, the College of Industrial Arts, the normal colleges, the elementary and high schools in towns and counties, are all integral parts of just one system, and he who is the enemy of one part is the enemy of all the parts, and his testimony in matters relating to educational progress should be thoroughly discredited. That man who seeks to breed discord among the workers employed in the several phases of public education, whether his motives be born of personal or institutional ambition or of personal or institutional malice, should be regarded as one faithless to the cause of public education, should be branded as a marplot and a busy-body, and should be relegated to a life so private that no one but himself will be able to hear the sound of his voice.

II. The School Survey

The second proposal of the Governor reads as follows: "Let the state make a thorough, scientific, and impartial survey of our entire educational life."

For years the friends of public education in Texas have been recommending, and occasionally insisting in a more or less vigorous manner, that there be undertaken and prosecuted to successful issue an efficiently-manned and efficiently-administered survey of all parts of our school system from the bottom to the top, including both the bottom and the top and all in between. The fact is that an attempt in this direction was made by the Conference for Education in Texas about fifteen years ago. To inaugurate the survey, a commission was appointed by the president and ex-

ecutive committee of the Conference to undertake the formation of a plan for the reorganization of the educational system of Texas. This commission actually did some work, and submitted a preliminary report in 1909. At least some of the recommendations made by that commission, though offered in a tentative way, are worthy of consideration even now. For one cause and another, the Conference for Education ceased to function, and accordingly the labors of the educational commission ceased.

In the summer of 1917, when a rather vigorous and interesting educational bear fight was on in Texas, in a letter which I wrote and gave to the press, the following paragraph is to be found:

> "I am convinced that Texas needs the services of an educational commission, which should be composed of fair-minded, capable, patriotic men and women, which would conduct such investigations as may be necessary, and which would afterward offer such recommendations as would lead to the proper coördination and unification of the entire school system of the state."

In that same year, 1917, a committee of the House and Senate was appointed to investigate the University and its branches. One of the witnesses haled before the bar of that committee, modestly suggested the necessity of a survey of all the schools of the state. His suggestion, which was made in writing, is disclosed in this paragraph:

> "Here in Texas our educational system has not been developed according to any well-defined, logical plan. From time to time first one institution and then another has been established, and not infrequently without regard to its correlation and unification with other phases of that system. It, therefore, seems to me that it is now very advisable, if not actually necessary, to make a root-and-branch study of the whole field of education in Texas, and at the same time to investigate the experience of other states. It is an exceedingly complex problem, as to the solution of which I regret that unanimity of opinion does not now prevail in Texas. It is my judgment that such a thorough survey as I have suggested, will require a year or more of very

industrious and painstaking work on the part of not a few people."

Bills providing for a statewide survey of our school system have been vigorously brought to the attention of the legislature in years past, but without obtaining favorable action thereupon. The last legislature, however, did appoint an educational commission to investigate and report upon higher educational institutions that are under the control of the state. This commission has made its report; but I have not had the pleasure of becoming informed as to its contents. Through the press we have been told that the commission recommends that a complete school survey of the state should be made. The members of the present commission do not feel, it has been stated, that they are qualified by experience and training to do this work. They, furthermore, appreciate the fact that the making of anything like an adequate survey will entail the expenditure of some thousands of dollars by the state. If my information concerning the commission's suggestions be authentic, it is my opinion that its personnel is deserving of the very highest praise, for, so far as I know, it is the only educational commission that has functioned in the history of this state or of any other state that has come to the conclusion that it does not measure fully up to the qualifications of dependable, expert school surveyors.

Before the legislature now in session there is a school survey bill. The friends of education are hoping that this bill will be passed by both the House and the Senate, for it is said to contain such provisions, including an adequate appropriation, as will guarantee what Governor Neff says the state should have, i. e., a "thorough, scientific, impartial survey of our entire educational life." One thing is sure, any survey that is wanting as to one or more of these characteristics, will not be accepted, for it will be subjected to the searching criticism of many men and women who have long served the public school interests of this state and who have some insight into the problems relating to school organization and administration. While these men and women

believe that, to guarantee impartiality in diagnosing situations and suggesting remedies, it is advisable that the direction of the survey should be lodged with a *bona fide* educational expert who does not live in Texas, who is, therefore, without personal or institutional bias, who is not a mere writer of more or less superficial pedagogic essays, and who has a reputation to lose, it, nevertheless, remains true that these same men and women will thoroughly analyze and evaluate the facts set forth in the survey, as well as the conclusions and recommendations based thereupon.

It is equally certain, also, that no reorganization of the school system in Texas can be effected by any group, large or small, that seeks to dominate the schools of our commonwealth, and that endeavors, by the use of strong-arm methods or by resort to secretive influences, to "put over" any scheme which does not appeal to the most enlightened educational judgment of our day, and which does not conserve in a thoroughly equitable manner the interests of all the schools, as well as of all classes of people concerned in the welfare of Texas.

It can be depended upon, furthermore, that a survey which will commend itself to Texas, will not embody only the doctrines and features of any other one state. Texas is wise enough to profit by the experience of all the other states, and she is not foolish enough to be bound by the dictum of any one of them. In these times, when, in the educational world, there is to be heard a perfect babel of voices giving utterance to varied and contradictory views, it behooves prudent people to keep in mind these plain and simple truths: Sound is not a satisfactory substitute for sense, and rhetoric should never be allowed to usurp the place of right thinking. Texas, which has given to the world more than one new idea, is courageous enough, when convinced of the righteousness of any educational policy, to adopt it and to put behind it the brains and the money necessary to make that policy effective, and thus become herself a torch-bearer to her sister-states. Here in Texas, we have long ago reached the conclusion that at least one of

the great purposes of education is to decrease the number of apes, as well as the number of bosses, among men.

III. The State As the Great Educational Unit

In the two foregoing sections of this review, attention has been directed to the first and second planks in our Governor's educational platform, which relate, respectively, to the recognition of education as a vital function of government, and to the advisability of making a thorough, scientific, and impartial survey of our entire school system. The next item in his program to be considered, he formulates in these words:

"Make the state the big unit of the educational system, with a strong, active, aggressive state board of education as the administering head."

As to the fact that the state is and ought to be the largest unit for school organization and administration, there can be little question on the part of men and women who are well-informed concerning the history of public education in America. The school system which obtains in any commonwealth in the American Union, is undeniably a state system. In the state's schools there are many workers in local communities; but every one of these workers, whether a superintendent of schools, a teacher, a member of a school board, or what not, is a state servant, deriving from the state whatever functions he discharges. Just as the state delegates a great deal of her police power to local officers, and just as she depends upon these local officers to execute her will, so it is with her educational system. In America, we have forty-eight different systems of education. It is, nevertheless, true that, in our country, there are some people who are perfectly willing to consolidate these forty-eight systems into one system to be controlled by the federal government; but, until these believers in centralization of educational power in Washington, either change or override the Constitution, we shall continue to have in Texas a state system of schools, for the support and

the direction of which Texas, and Texas alone, is responsible.

It being agreed that our school system is owned by Texas, that is, by all the people in Texas acting in a corporate capacity, it follows that she has the right to inaugurate and to foster in all the communities within her imperial domain such educational measures as she considers necessary for the development of an efficient school system and for the protection of the rights and liberties of the people. If, for example, any common school or any independent district seeks to evade the compulsory education law or the statute requiring instruction to be given in the English language, or fails to enforce the state's will with respect to the certification of teachers, then assuredly, the sovereign power of the state is properly exercised if, by due process of law, she requires obedience to her authority.

While every child within her borders is, in a very significant sense, entitled to the protection of the state against any persons, including even his own parents, who may seek to deprive him of his right to instruction and training in a public school, it is none the less true that the state should not entirely usurp the functions of the parent, and that it should not seek to completely absorb the individual. Sparta, it is well remembered, was a highly socialized despotism, the citizens being the property of the state. Certainly, Texas, which throughout her history has emphasized the importance of individual liberty, will not give her consent to ultra-paternalistic measures, even in the education of her people.

One should agree with the Governor, then, in the contention that the state should exercise power in controlling and administering her public schools, and that, perhaps, the chief authority should be lodged with a state board of education. But how far this state board should be "aggressive," is a debatable question. If it should seek to prescribe in detail all the activities of every public school within the borders of Texas, and should, thereby, relieve local communities of any responsibility in the premises, it is certain that calamitous results would follow. Autocracy and

bureaucracy would become rampant throughout the state, and local interest in the schools would languish and finally perish. One of the greatest defects in the public school system of the state of New York is the over-centralization of power in Albany. Perhaps one of the great benefits which will be conferred by the recent survey of the rural schools of that state, is that the people will unmistakably realize the evils of too militant and too detailed control of their schools by authority centered in the state capital. In modern times, it is a well-recognized principle of school organization and administration that the local interest of people in their own schools must be preserved if those schools be worth preserving. Of course, this principle is by no means inconsistent with the principle of state sovereignty, for it is possible for the two principles to work together in such a way as to preserve the rights of the local community and also of the state at large.

The theory upon which our government is built gives a large place to the development of local self-government; but it does not exclude the functioning of the central government. The balancing of these two principles is paralleled by the balancing of the two forces, the centrifugal and the centripetal, by which the universe is directed. Any system of education which fails to give proper emphasis to each of these principles, which fails to correlate them properly, is not to be approved by a modern democratic state. Certainly, Texans should not tolerate any idea, the realization of which leads toward the Prussianizing of our public schools. I, therefore, am ready to agree with the Governor that a state board of education ought to have power; but I should wish to put the brakes on when that power tends to become aggressive or even too progressive. My belief is that, with respect to schools, the state powers and the local powers should work in such harmony as will guarantee both peace and progress. There ought to be no room in Texas for an autocratic, imperialistic state board of education; on the other hand, it should have powers broad enough and virile enough to promote, through its

own officers and agents, and also through local officials, educational efficiency throughout the commonwealth.

It is to be hoped that, within the next year or two, a rational, comprehensive, exhaustive survey of our system of schools will be made. One important duty of the surveyors will be to expose the facts concerning the functions of the state board of education as it now exists in Texas and in other states, to determine the principles of organization and administration which should govern its selection and its functions, and then, in the light of these principles, to make earnest attempt to give the best possible answer to the many difficult, practical questions that should be raised in considering the state board of education and its work. No infallibly correct expert in the realm of educational administration is now alive; he never was, and he never will be, a denizen of this world. There is all the more reason, therefore, that there be made a most careful examination of principles, founded upon experience, so that, at least, an approach to the truth may be obtained. The situation in Texas now demands thought, not sentiment; quiet reflection, not passionate pleas; sensible, determined action, not hysterical activity. The wiseacre, who knows everything, and more besides, about education, who poses as a one-hundred-percent major prophet in the school world, and who is assured of the absolute wisdom of his own plans, can be of no help, either in locating the obstacles in the way of school progress, or in formulating policies to promote the rational evaluation of our school system.

IV. An Annual Investment of Not Less Than Fifty Dollars for Every Child of Scholastic Age

Our Governor's fourth suggestion for the advancement of education in our state, he states thus: "Invest not less than fifty dollars in every child in the state within scholastic age."

It will be observed that our chief executive recommends that *not less* than fifty dollars be expended annually in the education of each child of scholastic age. Just what is the

exact amount that should be expended, no one is prepared to assert with confidence, for nobody knows what that amount should be. Just what a man should pay for a pair of shoes or a woman for an Easter bonnet, cannot be determined with mathematical accuracy. There is, however, a kind of rough-and-ready standard of measurement which we generally employ in all matters involving the expenditure of money. This standard is disclosed in the following incident, told me by a friend some years ago:

In the city of Galveston a thrifty son of Israel, named Heidenheimer, conducted a wholesale merchandise establishment. One of his customers, an interior merchant of Hebrew extraction, became unable to meet his obligations and, consequently, found it necessary to submit to the embarrassment of failure. A few days after his failure, he went down to Galveston and found his way into the Heidenheimer establishment, and without ceremony proceeded at once into the private office of his creditor, to whom he said, "Well, good morning, Mr. Heidenheimer, I have come down to have some conversation with you."

"What do you want to have conversation about?" said the Galveston merchant somewhat angrily, for the moment he looked upon his visitor, bitter recollections of having been separated from some of his hard-earned ducats took entire possession of his mind.

"Well, I thought we would talk about that failure."

"What can be said about that failure? You have failed, haven't you?"

"Yes, Mr. Heidenheimer; but I thought we might talk about one compromise."

Notwithstanding the wrath that was surging through his being, Mr. Heidenheimer was not slow to decide that a partial payment of the debt due him was a great deal better than no payment at all, and so he inquired, "How much will you pay?"

"Why, Mr. Heidenheimer, that is no proper question to ask me. Before I answer you that question, you ought first to answer a question that I put to you."

"What question do you wish to ask me?" the old gentleman impatiently exclaimed.

"Well, Mr. Heidenheimer, before I tell you what I am willing to pay, I want you to tell me, giving me a true answer, what is the boys paying now?"

Similarly, it is now in order to inquire what the American states generally are paying for education. For one reason and another, not necessary to detail here, the statistical information printed by the United States Bureau of Education is not kept up to date; but, for all practical purposes, the figures which are submitted below throw light upon the question of the standard of the cost of education. For the year 1917-1918, the average expenditure, state and local combined, per pupil in attendance upon the public schools in the states of the Union ranged from $12.32 in Mississippi to $80.54 in Montana. The cost in Texas for that year was $24.65, her rank in the list of states in this respect being thirty-ninth. It is evident from these figures that Texas is far below the general average of the whole country, which for the year 1917-1918 was $41.45. Of course, it is possible to get as good an article in Texas for $26 as you can in Montana for $80; but it borders so nearly upon the miraculous that an ordinary, prudent, rational business man would not deem it worthy of consideration.

Another comparison from a somewhat different point of view, likewise discloses the fact that Texas is not devoting as much revenue to the support of her schools as it is generally believed education is worth. For example, only a few years ago Texas was expending for public schools on each one-hundred dollars of the assessed value of all her property, a little more than 57 cents; Colorado was giving up to that purpose, $1.54; Florida $1.09; Idaho $1.76; Illinois $1.46; Iowa $1.62; Nebraska $1.89; New Mexico $1.53; North Dakota $1.86. In this comparison Texas shows that she is somewhat indifferent to the example set her by a large number of her sister states. Here again, she is far below the general average of the whole country, which was about 70 cents. One should, furthermore, keep in mind that the averages of the states furnishing high figures are

very materially reduced by states having low figures. Evidently, the Governor of Texas has reached the conclusion that our state, which has a proud history, as well as great resources, should not longer continue to suffer by comparison in educational matters with the majority of her sister states.

Certainly, we cannot afford to advertise the fact that, measured in dollars and cents, education is considered of far greater value by a great majority of the states than it is by the Lone Star State. One is justified, however, in believing that, in view of the courageous and patriotic action on the part of the Thirty-eighth Legislature and the Governor in providing a three-million-dollar emergency appropriation to prevent a shortening of the school term this year, we shall not be content to occupy an obscure rank with respect to education, and that the authorities charged by the constitution with providing an efficient system of public education in this state, will discharge that duty with honor to themselves and with lasting benefit to the people whom they serve.

Of the fifty dollars recommended by the Governor to be invested annually in the education of each child of scholastic age, he believes that "the state should pay one-half and the local units the other twenty-five dollars." He may be correct as to the proper distribution between the state and the local units with respect to the cost of education; but I am not so sure that this fifty-fifty basis is the one that should be chosen. This is a matter that has not yet been decided with unanimity, evidence of which is shown by the following table, which gives information concerning the support of public schools for the year 1917-1918, and which is taken from the official report of the United States Bureau of Education:

States	Local Support Per cent	State Support Per cent
South Dakota	100	0
Oklahoma	100	0
Iowa	99	1
Ohio	91	9

Massachusetts	95	5
Alabama	37	63
Maine	53	47
California	78	22
Montana	61	39
Texas	44	56

Under the head of local support are included revenues derived from county sources, as well as from local communities. The figures in the table refer to the support of all the schools, urban and city, elementary and secondary. The question of the proportionate amounts to be paid by local communities, by counties, and by states for the support of conducting schools is a problem of no slight complexity, and one to which I do not believe a satisfactory answer can be given to meet the conditions in the several states, or even those which obtain in the several communities of any one state. One of the most important duties to be discharged by the survey commission, which it is hoped will soon be established by the legislature, will be to determine what percent of the cost of public education should be borne respectively by the state, by the county, and by the local community.

A thorough investigation of this problem may disclose the fact that, in Texas, many communities rely solely upon the state for school revenues. Such a spirit borders upon that of a seeker of charity. Governor Hogg, a democrat, who believed that the citizen should support the government, and not the government the citizen, once told me that he had received a letter in which one of his constituents made a request that the state treasurer send him twenty-seven dollars. The grounds for his petition, as stated in his letter, were that he was the father of six children of scholastic age, and, that, as the state apportionment for schools that year was four dollars and fifty cents per capita, he was entitled to the sum called for, and that he would rather have the money than for a school teacher to get it.

Careful scrutiny of the conditions in the several counties and school districts in Texas will establish the conviction

that an absolutely uniform state-wide law as to the distribution of state and local funds for school purposes is unwise, and is not effective in promoting the rational equalizing of educational opportunities for other children in our commonwealth.

A moment's sober reflection will convince one that is not obsessed with a false educational principle, that the absolute equalization of opportunities for all our children is an iridescent dream; but the vigorous and determined effort on the part of the state to assist in every section and in every community within her borders should undoubtedly be encouraged. As suggested above, the survey commissioners should devote serious attention to the consideration of this aspect of the school finance problem. There are some students of educational administration who, even now, have faith in these two propositions, which should influence the state in deciding what support it should give to the local community for school purposes:

1. The ability of the community to pay for its school or schools should be a determining factor.
2. The willingness to pay for school efficiency is another factor.

Another interesting and very important question raised by the Governor's suggestion that fifty dollars be invested annually in the schooling of each child, and a question, furthermore, which will be asked with more or less vigor by many taxpayers in this state, may be expressed as follows: Is the financial condition of Texas such as to warrant an annual outlay of more than fifty millions of dollars to support her elementary and secondary public schools, it being understood that the state is to share this burden with the local communities? One of the chief duties of the director of our school survey and his associates is to find a rational answer to that question, and then to justify that answer in clear, candid, and convincing argument.

SOME OBSESSIONS IN THE REALM OF SCHOOL ADMINISTRATION*

The greatest qualification of the school superintendent is that he be blessed with a thoroughly sane mind. It is distinctly his business so to correlate and so to direct the educational forces of his community as to guarantee the genuine progress of his little portion of the world in the direction of loving and learning and living the truth. His work is vitally important because of the fact that the reign of peace and progress is possible only when things that are true and right and just are enthroned in the minds and hearts of men. This enthronement, however, is attained with the very greatest labor and is beset with serious difficulties. As Lord Bacon pointed out, in explaining why so many false notions are prevalent in the world, men are blinded by four well-known idols, or false images, which are opposed to actual realities. These images he classified as follows:

1. Idols of the tribe, which originate in the very nature of man, idols to which the entire race is subjected.
2. Idols of the den, which are born of one's heredity, education, and environment.
3. Idols of the market-place, which consist of the false images established by the improper association of words and ideas, words and phrases governing man's reasoning, rather than being in subjection thereto.
4. Idols of the theater which, as Bacon says, "are not innate, but which are manifestly instilled and cherished by the fictions of theories and depraved rules of demonstration." These idols are nothing more or less than unfounded theories, psuedo-philosophical principles, which by widespread propaganda, are "put over" by their respective leaders, who are obsessed with their own delusions.

Now, the school superintendent everywhere is beset by

*A paper read in Houston, Texas, November 30, 1922, before the Section of Superintendents and Principals of the Texas State Teachers' Association.

idols of all the four classes, against the domination of which Bacon directed all the powers of his great mind. In this paper there will be considered how two classes, the idols of the den and the idols of the tribe, affect the mind and the activities of the public servant charged with the oversight of a system of schools.

THE IDOLS OF THE DEN

Walter Scott, in accounting for the unreliability of the judgment of Reuben Butler, a character in *The Heart of Midlothian,* makes this excuse for him: "The man had been a schoolmaster." Now, inasmuch as the school superintendent has served an apprenticeship in what may be called the pedagogy cave, his thought and conduct are certain to be more or less narrow, erroneous, provincial, and shot through with characteristics of the pedagogic mind.

There are many of these idols by which school men are likely to be obsessed. Not the least of these is the notion that the work of the school is not only the most important work done by any of the institutions which man has established, but that it is also independent of all the others. We are too often prone to take not only an academic view of the school, but also an academic view of the world itself. It is difficult, even yet, for us to realize that the one great genuine function of the school is to head out toward life, to hook up the school with life, and to furnish such training as will enable children later to stand upon their own economic feet, to be reputable and successful parents, to discharge, without a burning desire for graft or without fear of criticism, the solemn duties imposed upon the citizen in a democratic state; to be prepared to add to the comfort and pleasure of the civil society in which they are to hereafter hold membership; to do such things and in such ways in church organizations as will lead in the direction of the world's spiritual progress.

In a word, living, not learning, is the goal of the school. Whatever materials, therefore, in courses of study, whatever administrative processes and regulations are not con-

sistent with this one great purpose, should be speedily and permanently eliminated from the mind of the school administrator. He, above every other man in the community, should be exempt from loyalty to academic fetishes. It should not be said of him, as Mr. Blaine once remarked about an article written by a member of a university faculty concerning the tariff, "The professor's discussion is only an academic view of the subject, and is, therefore, not entitled to consideration." By that brilliant political leader, who was himself a man of no mean educational attainments, as by people generally, the word *academic* has come to be a term of reproach and anything academic has come to signify something ultra-idealistic, visionary, impractical. Rational people insist that knowledge acquired simply for its own sake, regardless of whether it has any earthly use or not, is not to be compared with that which lends itself to the ministry of human needs. Surely, one would be considered simple-minded, should he waste valuable time in efforts to store up in his head utterly useless information. The world's attitude now was clearly manifested one day in London not many years ago by a Japanese commission, sent out to tour the world and bring back home suggestions for strengthening and developing the *Flowery Kingdom.* A member of the commission, having asked a group of representative Englishmen if they had any religion in England, was told, "Yes, we have a great many religions here." Whereupon the spokesman for the Japanese replied, "Tell us about one that will work."

Another obsession, born of dwelling in the school man's cave, by which we may be beset, is an undue appreciation of the worth of school statistics and educational reports. Of especially little value are reports which deal in glittering generalities and self-praise. It has been the fashion from time immemorial for educational overseers to testify voluminously and emphatically to the superior worth of their own work. For example, the rector of the university in ancient Athens was accustomed to report every year that the students had manifested patriotic spirit, had obeyed their rector, had studied diligently the prescribed courses, had been faithful in attendance upon lectures in the Lyceum

and in the Academy, that there had been perfect harmony amongst them, that they had passed splendid examinations, and that, therefore, the senate ought to pass an honorary vote in their praise. This is the spirit that is too often found even in modern educational reports. We are generally ready to boast of what we have done, and we are not at all eager, or even willing, to point out our difficulties and short-comings. It too often happens that the school administrator has dwelt so long in the pedagogic cave that he has become unable to judge fairly his own performances, for his standards of evaluation are cave standards. He has become mentally blind to the fact that any group of workers, professional or otherwise, will find its surest way toward enlightenment and progress by looking outside the cave for substantial aid in reviewing and correcting cave standards.

Another obsession, begotten in the school den, is that mere educational attainments in the way of scholarship, without any instruction or training with respect to administering the business and instructional affairs of the school, is sufficient qualification for administrative work. While schools were not established for purely business purposes, this by no means implies that there should be no business in conducting them, just as the church, though not established as a business enterprise, should adopt business methods in its work. In this respect the school men in these later years have made marked improvement. Away back in the first half of the last century, there was published a book entitled *The Theory and Practice of Teaching,* written by that remarkable schoolmaster, David Perkins Page, the first principal of the first state normal school established in America. In this work Page relates the following incident illustrative of the business methods of the pedagogues of his day: A teacher, who was at a country store one day, was paid by one of his patrons a tuition fee that was due. The patron, after waiting some moments, said, "Are you not going to give me a receipt?" The teacher replied, "Yes," and, calling upon the storekeeper for a sheet of paper and a pencil, wrote as follows: "I have got the money," signed his name, and then handed over the receipt.

There are many phases of the business affairs of a school system, and it requires both brains and study to master them. The superintendent should certainly be in a position to advise intelligently the school board which he serves as to additional funds necessary to inaugurate very desirable new activities, and as to the means which should be adopted for assuring satisfactory income for the schools. Many of these financial problems are of great complexity and difficulty, and a school administrator ought to be as much at home in the discussion of these practical problems as business men are in the discussion of budgets and other financial affairs in their world. A mere academic-minded and academic-qualified superintendent will prove himself a mere weakling in the presence of a board composed of men acquainted with business methods and principles. Unquestionably one great function of the superintendent is to study and master the business side of the schools, because not only his own welfare, but also the welfare of all the schools under his charge, is vitally affected thereby.

There are, truly, many other obsessions that have their origin in our pedagogic cave, that stand in the way of administrative insight and power, and that should be destroyed, and that without remedy; but I have overcome the temptation to discuss them in order that attention may now be directed to the second class of obsessions to be found in the field of school administration.

THE IDOLS OF THE TRIBE

The school superintendent belongs to the human family, and is, consequently, subject to the weaknesses characteristic of human nature and to the mental obsessions resulting therefrom. One should not be surprised, therefore, that the school superintendent often generalizes upon too few particulars, that he conceives his own experience with its narrow limits to be universal, and that he fails to take into account that there have been heretofore, that there now are, and there will hereafter be experiences of other individuals widely varying from his own. This was one of the troubles

of the Sophists in the days of Socrates. Truth to the Sophist was truth as he conceived it, and not by any means of universal application.

It is this kind of auto-intoxication or self-obsession, that leads one who is engaged in superintending schools to entertain the delusion that they have been established and are maintained to magnify the functions of administration. While it is easy to demonstrate unquestionably the great value and the necessity of these functions, while it is, doubtless, true that educational progress is much helped or hindered by the proper discharge of these functions, yet it should never be forgotten that the sole reason which justifies them at all is that the great miracle of education is wrought by bringing teachable pupils in the presence of capable teachers. No matter how elaborate and rationally directed may be administrative plans, the supreme function of the school, after all, is to bring into close and eager contact the mind of the individual pupil with the mind of the teacher. Great buildings, magnificent libraries, splendid equipment, all are important factors in any system of schools; but, in the final analysis, the supremest thing is the gradual development of the minds of individual children. There can, in fact, be no great administration of schools if this fundamental concept be not kept in mind by those who exercise administrative functions.

It is, furthermore, an obsession for the school superintendent to consider that the entire school system finds its center and circumference in its chief executive officer, an obsession born, not only of bad manners, but also of enfeebled understanding. In the thralldom of that obsession is the school superintendent who goes about relating, not to say boasting, that he has a great system of schools, who talks about *my* board, *my* teachers, *my* buildings, *my* office. One day, some years ago, in a distant state, I was, for only a few moments, in the company of a college president who perfectly illustrated this type of obsession. He was full to over-flowing of his own self-sufficiency. After cataloguing regents, faculty, students, forms, and even the football coach, among his own personal belongings, he finally reached

a climax when he proudly referred to "my buffalo." Now, what this obsession does to one, is to increase his own egotism, and only a very superficial examination of the facts outstanding in the experience of us all is that egotism is the most fruitful source of human ills. It is this idea of one's own self-importance, his own infallibility, that most easily finds lodgment in the human mind, and establishes foreshortened, distorted vision of things. It will be next to impossible for the educational air-currents of the world to ventilate the mind of one so obsessed. So far as he is concerned, the school that he administers is the best in the state, not to say the wide, wide world.

This egotistic obsession has another disastrous influence: It begets confidence in the principle of autocracy, rather than in the doctrine of democracy. Now, if any obsession of the mind has been demonstrated over and over again in the history of the world to be fraught with disaster to human welfare, it is the idea that human institutions are to be controlled and managed by autocratic assumption of wisdom and power. One must freely admit that many crimes have been committed in the name of democracy, and that democracy has imperfections and begets its own obsessions; yet we need not hesitate to reach the conclusion, after weighing the evidence, to give our allegiance to that principle which led to the establishment of the government of the United States, and which has found its way, to a greater or less extent, into all the institutions of our country, and which gives promise of still wider acceptance by the other civilized nations of the globe. Surely, he who directs the school affairs in any one of our democratic American communities, should, in no sense, be regarded as a dictator, but as one who is the friend and co-laborer, the sympathetic leader of the men and women who are engaged in making the American school such a school as the American child has a right to enjoy.

I recently attended the initial meeting of the corps of teachers employed in the public schools of Colorado Springs for this school year. In the address given by the superintendent, he discussed the results of the study which prin-

cipals, teachers, and superintendent had conducted last year; and then he pointed out some phases of the problem which would receive consideration during the current session. The spirit of his remarks was charming, indeed, for he many times gave positive proof of his desire to coöperate with principals and teachers, and not to serve as mere "boss." He did not speak and act and look as if he were the undisputed, despotic head of a military organization in ancient Persia, but as if he were the counsellor and friend of fellow-workers, one anxious to receive, as well as to give assistance.

An instance of wise and courteous dealings with one's official subordinates is found in the following statement taken from a letter written by the president of the University of Texas last September to the members of the faculty of that institution:

"I shall need your coöperation if the work of the coming session is to be well and fully done. You have given this quite liberally during my whole association with you; so that what I ask for is a continuation of the same spirit which has already marked you.

"Doubtless many of you have suggestions to make which will prove helpful in enabling the University to meet its responsibilities better. I shall count it a real favor if you will make these oftener. I should infinitely prefer to be associated with a group of constructive thinkers, all engaged in a common cause, than to be the dictator of any movement, no matter how successful it might be. Candidly, I think of myself as your servant, to secure and to distribute among you what you need to make your various departments effective."

What he who is charged with the leadership of any social institution should keep foremost in his consciousness is the necessity of coöperative effort on the part of all his fellow-workers and himself. Kipling has expressed this great truth in these words:

> It ain't the guns nor armament
> Nor the funds that they can pay,
> But the close coöperation

That makes them win the day.
It ain't the individual,
Nor the army as a whole,
But the everlasting teamwork
O' every bloomin' soul.

Finally, and by way of summary, let me suggest the following as an appropriate evening prayer, to be uttered by the administrator in the realm of education:

Thou Great Teacher of men, this day I have faithfully tried to serve my fellowmen. Inspired by the example of Thy sanity, Thy love and Thy life, I have striven to free myself from obsessions that becloud my reason and impair my usefulness. The results of my efforts have not been up to the height of my desires. Grant that, in the days and years to come, I shall keep myself humble and hopeful, that I may, so far as possible, free myself from the obsessions of the cave and of the tribe, and that I may put far from me other false ideals that afflict the sons of men. May I press toward the mark for the prize of my high calling, so that I may rise to the higher levels of humanity, and may, to some degree, reflect the sweetness, the fullness, and the power that are Thine.

TEXAS AND HER EDUCATIONAL INDEX NUMBER*

In 1920 the Russell Sage Foundation published a most valuable study entitled "An Index Number for the State School System." The author of that study is Dr. Leonard P. Ayres, who is perhaps the most expert and reliable educational statistician in America. From the information set forth in that study I propose to give in this short article an answer to the question propounded to me by the managing editor of the Express: "What do we mean when we say that among the American states, with respect to educational efficiency, Texas ranks thirty-fourth?"

The index number is in very common use to measure changes in the prices of commodities and the rates of wages over considerable periods of time. It is employed, furthermore, by the United States Bureau of Labor Statistics to ascertain the increase or decrease of the cost of living. That bureau, for example, takes the price of any one commodity in 1913 as a standard for comparison, using 100 as the basis upon which figures from month to month are arrived at; for example, at the beginning of 1920 the index number for the cost of living was 199; that is to say, that the cost of living in 1920 had increased 99 per cent above the cost for the year 1913.

Dr. Ayres, in determining the educational efficiency of each of the several states, used data found in reports made by the United States Bureau of Education concerning these ten items:

1. Percent of school population attending school daily.

The school population of any state consists of all its children more than five and less than eighteen years of age. Of course, the percentage of school children attending school daily can never be above 100.

2. Average days attended by each child of school age.

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*A paper written at the request of the managing editor of the "San Antonio Express" and published in that newspaper January 29, 1923.

This average is found by taking one-half of the quotient arising from dividing the total number of days of attendance of all the pupils by the number of children of school age. The reason only one-half the number is taken is that 200 days is considered as the "par" value of the length of the school year. If, for example, the actual number of days the school should be kept open in a given state be 160, its value for index purposes with respect to attendance would be 80.

3. The average number of days schools are kept open.

The standard unit of comparison is a school year consisting of 200 days. At the present time few states have a school year longer than 200 days. The great majority have a year below 200 days. If the number of days schools are kept open in a given state for any given year be 180, the value for index purposes would be one-half thereof, or 90.

4. Percent that high-school attendance is of total attendance.

Inasmuch as there are eight elementary grades and four high-school grades, the highest possible percentage would be 33 1/3, so if the perfect record be represented by the number 100, the percentage obtained in any given case should be multiplied by three. Under the conditions now obtained, this product will never be so great as 100.

5. What percent the number of boys is of the number of girls in the high schools.

Generally speaking, the number of girls in attendance far exceeds the number of boys. The percentage found is included at its face value for determining the final index number.

6. The average annual expenditure per child in attendance.

This result is shown in dollars at face value and is easily determined by dividing the total expenditures by the average number of pupils in daily attendance.

7. The average annual expenditure per child of school age.

This likewise is entered in dollars at face value, and is

arrived at by dividing the total amount of expenditure by the total number of children of scholastic age.

8. The average annual expenditure per teacher employed in the schools.

The result for index purposes is found by dividing the total expenditure for teachers by the total number of teachers and then, furthermore, by dividing this quotient by 24. The result is one-half of the monthly salary per teacher, the entire twelve months of the year being taken into consideration.

9. Expenditure per pupil for purposes other than teachers' salaries.

This particular item is found by dividing the expenditures for the purposes specified by the number of children in average daily attendance and by multiplying by two the quotient thus obtained.

10. The expenditure per teacher for salaries.

This item is found by dividing the total expenditures for salaries by the whole number of teachers employed during the year and by dividing the quotient by twleve. The final quotient shows the average monthly salaries per teacher. The "par value" for this item is $100 a month for each of the twelve months of the year.

In order to obtain the index number representing the educational efficiency of any state, the sum of the ten numbers representing the efficiency of the several items described above is obtained, and the average is obtained by dividing that sum by ten. For example, the index number for Texas for 1900 was 24.43; for 1910, 32.34; for 1918, 42.12. The figures just now given are taken from Ayres' book, to which reference was made above. In 1900 Texas ranked thirty-eighth in the list of states. Figures subsequently made show that she has improved her standing, so that now only thirty-three states are ahead of her.

One other word: The index number does not represent with absolute correctness the educational efficiency of a state system of schools. Five of the ten items employed in determining the index number are of a financial character, and it is a well-known fact that the worth of a school cannot

be accurately measured by the amount of money spent in conducting its work. There are other things than money that are absolutely necessary to guarantee efficiency. I am persuaded that, for example, quite a few men who are engaged in education, as well as in other activities, are receiving financial rewards much greater than are other men of far superior excellence. As Uncle Gabe Tucker, a wise colored philosopher, remarked in one of his poems:

> You of'n fin's de smalles' kin' o' possum
> Up de talles' kin' o' tree.

While this philosophy is sound, yet, generally speaking, one can have faith in the doctrine that the more money one spends for any given commodity, provided it be prudently spent, the better will be the grade of that commodity, and the better the purchaser will be served and satisfied. Surely, this principle holds in education, medicine, and law, as well as in the marts of trade. It holds even in the realm of religion, for it has long been a proverb that "poor pay means poor preach."

THE UNIVERSITY OF TEXAS*

I very much regret that circumstances have, at the last moment, prevented President Vinson from being here to speak concerning the University of Texas. He is abundantly able to do the subject justice, for he measures up to the ideal as expressed by Quintilian, who defined the orator as "a good man skilled in speaking." There are a great many orators who orate; but they do not say anything. A real orator orates and, at the same time, illuminates. To the latter class does President Vinson belong.

What I am going to say in a short time and in a familiar way, does not represent anybody but myself. I do not know that President Vinson has any official statement as to what the University is or ought to be. So, what I shall say will come from the glimmerings of intelligence which I may have in regard to this matter. I do not know that my notions will be in harmony with those of a great many of my colleagues, one of whom is here. He has been working in the University for a great many years; but, while I love and respect him, his judgment is sadly at fault upon many educational questions. I shall, therefore, speak as a citizen, as one of the owners of the University. By the way, the University does not belong to the faculty. It does not belong to the president. It does not belong to the regents. Once in a while it belongs to the football team; but, with that exception, it belongs to the people. So you and I and all other men in Texas have the right to express opinions about our own University.

The other day I picked up a newspaper, and my attention was attracted to a rather large headline, "A Thought." I said to myself, "Let me get that; there are so few real thoughts." It had an ornamental border around it and a little paragraph below it, reading as follows: "Consciousness

*An impromptu address delivered at the request of President M. H. Moore at a general session of the Texas State Teachers' Association, Houston, December 2, 1922. Reported by the official stenographer of the association and revised by the speaker.

of the whole is the sign of a sound mind, and there is nothing more to be desired than this at the present moment." The paragraph was signed "Plato." Twenty-five hundred years ago he learned that great truth from his teacher, Socrates, who was wont to say to his countrymen: "Let me tell you what is the matter with you low-lying Greeks. You are incapable of thinking whole thoughts. You just think sects of thoughts. You get a little piece of a thought, and run off, cackling over it, just as a little banty hen does when she has laid an egg." I have no desire to couple my name with the names of Socrates and Plato; but I wish to remark that, at the present moment, December 2, 1922, nothing is to be more desired, nothing could be more desired, than the ability and the disposition to think whole thoughts. That means that, when we talk about education or anything else, we should be sane. Anybody that thinks the whole of education, or a very great part of education, is to be found in the University, ought to be sent to an insane asylum. Do you get that? Anybody that talks about a system of education in Texas, and desires to make any part of it the whole thing, ought to be bored for the simples, and something put into his head, just as we used to treat cows with the hollow-horn.

I am talking as a citizen of Texas, not as a mere university professor. A university professor who does not believe that the rural school is of tremendous importance, is not fit to occupy a position in a university faculty, and the man who is a teacher in a city school, or a country school, or any of these state institutions, and who believes the University is a superfluous institution, is not fit to occupy his position. He has not seen the whole. Do you subscribe to that doctrine? Are we for a system of education in Texas? Are we for the whole system, or are we for our part of it? Are we in this business for what we can individually get out of it? Are we in it to exploit our neighbors and bunco our enemies?

We are expressing a whole thought and a great thought, when we affirm that our system of education is a state system. The superintendent of schools in this city is a state

servant, at work for Texas, and the man that is not big enough to understand that Texas is his master is not big enough to work for Texas. There is such a thing as loyalty to a great principle. As far as I am concerned, if there be any part of this system of education in Texas that ought to be eliminated in the interest of the welfare of the people, I will vote aye. If there be any one of these parts that is inefficiently administered, I am in favor of getting the doctors to it, and getting them there without delay. If each of us will get it into his heart and intellect and backbone and life, that we are trying to make a great system in Texas, the parts fitted together, and each performing its own proper functions, matters of detail will very largely work themselves out. Whenever the army and the navy and the flying squadrons and the submarines are all interested in winning the war, they do not have great trouble in getting together; but, whenever they think something else is more important, there is difficulty in achieving victory.

Now, I am just going to take for granted that we ought to have a university. I do not believe in insulting the intelligence of this audience by debating the question that we ought to have a university. I think we can consider that, if it ever was debatable, it now is settled. Away back yonder, before the University opened its doors to receive students, we said we were going to have a university, and that we were not going to have a Jim Crow university, but a real university, one of the first class. Of course, the content of this term, "first class," will change from age to age, and new things must be incorporated into our conception of a *bona fide* university, for we shall extend our vision. But we should make our university first class for our times. So I say, I am going to take it for granted that we ought to have a university, an institution just as necessary as the rural school, the elementary school, the high school, or any other kind of school.

Let me now briefly express my conception of a university. In the first place, any real university saves the learning that the whole world has accumulated during the centuries. I cannot conceive that any institution has the right to call

itself a university if its library can be carried off in a wheelbarrow in one or two loads. A really great university must have the wealth of the wisdom that has come down from the ages, and there is no more important officer, in my judgment, connected with any first-class institution of learning, like a university or a college or even a high school, than the individual who has charge of looking after the library interests. I do not propose to tell you what we have done in that direction at the University of Texas. You cannot always judge a human animal or a human institution by the amount of boasting he does about himself or about the institution that he serves. It is a great deal better, it seems to me, for servants of an institution simply to do their work, allowing other people to find out how well the work is done. There is a kind of patent medicine publicity that I do not believe is in harmony with the dignity of the college or the university. Therefore, I suggest that you visit the University of Texas library, and look it over yourself. I am glad to see, every once in a while, people from other colleges and universities in Texas, visiting our University, and using its library. It is their University. They pay money to support it, and Texas needs the wealth that comes from the knowledge that stores up the experiences of the world.

Furthermore, I am of the opinion that books are not to be put on library shelves to show to visitors, as a member of the board of regents once told a professor in an Illinois college, who was setting up some apparatus for an experiment in physics. One of the great differences between an institution that is functioning as a real university and one that is not, is to be found in the way in which the library is actually used by students and faculty.

Secondly, my conception of a university is that it is a great place on account of its work—not on account of the numbers that are there; it is a great place, not only to preserve the knowledge of the world, but equally great in the propagation of human learning. I cannot conceive of any university's being considered of the first class if it tolerates inferior teaching. The university began its work really to

disseminate knowledge. The office of teacher in the universities of the Middle Ages was magnified, and we ought now to be hunting for great teachers, in order that our students, young men, and young women, and older men, and older women, may get the benefit of the thought of the race. Teaching is not a simple business. One great duty of a university president (and I do not mind if you tell Dr. Vinson this; I am not afraid to tell him; I am not afraid to tell him anything, and he knows it, and he is glad of it, and that is one reason why he is fit to be president) is to search out the best possible teaching talent that is available. That is worth more than to have a reputation for supreme wisdom. That is the way for a college head to show supreme wisdom, because the teachers are the people who do the work. These presidents do not teach anything. The miracle that is wrought out, the benefit, the direct benefit that comes to Texas, is in teaching our students, and these presidents exist for the purpose of making that possible, and not only possible, but also reasonably sure. Next to the presidential function of selecting expert teachers is another rather difficult and sometimes unpleasant obligation, that is, to see to it that the unfit are eliminated, so far as possible, without any disturbance, only people who can and will teach being retained in the faculty.

But a real university not only gathers up the wisdom of the race in its library, and not only teaches well what is known, but it has also a third great function: It adds to the wealth of the world's knowledge; it extends the outposts of human learning. Now, do not misunderstand me; I do not mean it is doing it at the rate of a mile a minute, or that it is making discoveries by carload lots every week. It is not done that way; but a university faculty that never finds out anything new at all is putting the minds of students to sleep. So as college presidents and professors, to quote a familiar term of one of our friends, the best unintentional friend the university ever had, we ought not to go "hog-wild" on this research business; but we ought to insist that there be enough of it done to guarantee the belief

that the members of university faculties are alive, and not dead.

In the fourth place, I cannot think about a university in its wholeness without regarding its fruits in terms of human character and conduct. What sorts of ideals are developed by the instruction and training received by the students? What kind of intellectual and moral habits are bred into them by university activities? Here is a large and rich field for university work; but I shall give it scant attention now. No institution is a genuine university if the graduates can be spotted by the holier-than-thou air that they assume or by the air of self-sufficiency they manifest. Again, an institution that turns out into society only a gang to do up other gangs, is not satisfying my idea of a university. A college, the graduates of which have a contempt for graduates of other schools, whether in Texas or out of it, ought to be abolished by law. In other words, what I am trying to say is this: One of the sure signs that an institution is functioning as a university is that the men and women it trains become blessed with tolerant-mindedness, which is an indisputable proof of a liberal education. One who is narrow-minded, who is gangrened with envy and jealousy and prejudice, is not an educated man. I call to mind here these words uttered by President Harding on the 4th day of last July, when he was talking to the home-folks in Marion, Ohio: "After sixteen months in the White House, my one outstanding conviction is that he is the greatest traitor to his country who appeals to prejudice and inflames passion." The university is established to stop that sort of business, to settle things on the basis of merit, on the basis of reason, not on the basis of force or prejudice or passion. Any real university is affecting the life, the inner life, of its students. Its influence is hard to measure; but by that standard it ought to be judged.

How is the university to accomplish the four purposes I have discussed in your presence this morning? In the first place, it can establish and efficiently administer curricula leading to bachelor degrees that symbolize liberal culture. From their rudimentary beginnings, it has been the practice

of universities to offer instruction in what may be termed academic subjects, and the B.A. degree was originally used to signify that one to whom it was granted had successfully passed the first stage of his academic career, that, in a sense, he had attained a reasonable degree of liberal culture. And today, in every university, there should be academic instruction of such kind and such amount as will insure the culture and insight befitting a free citizen.

In the second place, a university is devoting attention to arts subjects not only for the purpose I have stated; but it is also giving emphasis to them in their higher phases, so that the graduate student, in his quest for advanced degrees, may delve more deeply and widely into academic fields, and perchance enrich the world by his patient and laborious research. That this form of university effort is of no mean value, there can be no question. It is true that the cost is great; but it is worth all it costs. It, therefore, appears that our own state university should be commended for refusing to keep its work down to the level of B.A. instruction, and for determining to develop graduate work so that ambitious men and women will not be driven to institutions of other states and other countries for graduate study.

Again, the modern university ought to look after those who desire preparation for the several professions. It is generally admitted that the university ought to instruct and train men and women who are to practice law. The real lawyer is not one who practices for pelf, or who practices influence; but he faithfully serves his clients in order to protect them in the enjoyment of their personal and property rights. He is, in truth, *amicus curiae*—the friend of the court, taking solemn oath to that effect. No one now questions the duty of the university to train students for the professional fields of medicine, in its several branches, and engineering in its various phases. Today business is becoming, if it has not already become, a profession, and it now finds a place among the professional schools of many universities. We may expect that, in the years to come, still other professions will arise, and those desiring training

therefor will find it in progressive institutions of university rank.

I wish, however, to call especial attention to one vocation concerning the professional status of which some people entertain serious doubt. A few moments ago I was informed by a friend that a professor from Princeton University, or, possibly, from Rice Institute, expressed the conviction that, for training one for the work of the teacher, only two little courses in pedagogy are necessary. It is both surprising and sad that too many university professors discount their own profession, which is teaching, by proclaiming privately and publicly that there is nothing to it. The modern university, however, has a directly contrary view. Now, if teaching is worthy to be called a profession, it is entitled to patient, protracted, and intelligent study. If a doctor were seeking the privilege of practicing in your family, and were to inform you that in preparation for the responsible and delicate duties of the physician, he had successfully passed final examinations in two three-hour-a-week, one-year courses in the medical school of a university, you would easily decide that, should you permit it, he would practice *on* his patients, and you would, without ceremony, express your opinion of quacks. What would you think of a lawyer who would say, "I have had three whole courses in preparing for law; I am, therefore, a lawyer." If teaching requires no more training than is offered by two or three courses, limited in extent and inferior in content, we ought to close our mouths, and quit talking about teaching as the noblest profession. A profession that can be picked up by hook and by crook over night is not much of a profession, and so modern universities are beginning to establish schools and colleges of education that are emphasizing that point, and they are giving opportunities for people to take advanced courses, if you please, in education.

In this connection, let me tell you about some very impudent questions propounded to me the other day by one of these pesky senders-out of questionnaires. He wished to know my age and sex and various and sundry other things,

and then came the most impudent of all his questions, "What courses in education did you take at the college or university you attended?" That was embarrassing, for there was not a university professor of education in the United States when I went to college. If I had taken educational courses anywhere in the English-speaking world I would have had to go to either Edinburg or Glasgow, Scotland. Now here I am, supposed to be a professor of education, teaching a subject in which I never had a college course. That is the kind of university professor I am.

Governor Neff, in his address last night emphatically declared that this matter of school teaching is a tremendously important thing, more important than the law business, more important than the doctor business. The modern university agrees with the Governor, and is giving much attention to pedagogical instruction. Whether Princeton University so regards professional work for teachers, is not a matter of concern to me; but the University of Texas is going to do it. Baylor University is going to do it, and S. M. U. and every other reputable university in Texas, because they ought to do it. I have not made these assertions because I am a teacher and you are teachers, but because the people of Texas should be able to employ the kind of teachers they ought to have. Ought they not to have men and women of culture, trained as much and as well in teaching as are those trained for law and medicine?

But I have talked to you too long. I have submitted a few simple thoughts about what a university ought to be. The University of Texas, in my judgment, is far from being an ideal institution of learning. There is, however, this one thing I know about it. Taken as a whole, the men and women charged with its administrative and professorial duties, not including some imprudent and freakish persons to be found in any body of three or four hundred individuals, have an intelligent and unfeigned interest in the development of a complete, unified, rational system of public education in Texas. They, furthermore, have no desire to interfere with the successful operation of any part of that system, or to assist in robbing it of all the support, financial and

otherwise, it should receive. Surely this is the attitude that should be maintained by every lover of justice, as well as of education, in our great commonwealth.

I cannot resist the temptation to say one thing more in this connection. While there has arisen in some sections of America unseemly strife between denominational schools and institutions of learning under state control, no such fight, so far as I am informed, is on in Texas, and, if such a fight were in progress, I am sure I would know it because I enjoy witnessing or participating in a vigorous contest.

Again, speaking somewhat officially, it is my emphatic opinion that there is no place in this state where there is greater sympathy with the progressive development of our normal colleges than one can find in the University and its School of Education. Surely, a state in which nearly one-half of its white teachers hold second-grade certificates, needs numerous institutions of high grade to prepare efficient teachers for her schools, for it should be considered an educational axiom that one who expects to teach school should himself first go to school.

By way of summary, my conception of a university may be described as follows:

1. The three cardinal purposes for which a real university should exist are the preservation of learning, the widespread propagation of learning, and the extension of the limits of learning.

2. The university will realize these purposes by building a great library, by emphasizing virile and expert teaching, not only of academic, but also of professional subjects, instruction to be given on its campus, and elsewhere through legitimate extension activities.

3. Above all, the university influence in the development of human character is of priceless value in the promotion of liberty, justice, and righteousness.

Finally, I have told you in plain words what is in my heart concerning the theme assigned to President Vinson. If we can all agree upon a common platform we shall, indeed, be brethren. If we cannot fight together, we must

fight separately, hoisting the black flag and waging warfare to a finish. For my part, I am for peace, for it is only along the line of peace that the line of progress will be found.

THE OFFICE OF UNIVERSITY PRESIDENT*

No one regrets more than I that President Robert E. Vinson cannot attend this conference, for, were he here, he would make substantial contributions to its work. He belongs to that small, very small, class of orators that realize the folly of attempting to substitute sound for sense and the flowers of rhetoric for the content of solid thought. He realizes, as few men do, the justice of Julian Street's remark, "More and more I loathe oratory which, after all, is nothing on God's earth but the patent-medicine of politics."

On this occasion, therefore, I, who am not a university president, who am not even a near-university president, who am neither an announced nor an unannounced candidate for a university presidency and who, doubtless, never will be a university president, shall not attempt to serve as a substitute for President Vinson. I shall, however, taking advantage of the accident which has brought me before you, discuss briefly, but as plainly and pointedly as I can, some of the indispensable qualifications for the presidency of a university. Nothing, I trust, will be uttered in malice or with a view to reflecting upon any man that has heretofore been at the head of any institution of higher learning in the state of Texas or who is now serving in that capacity.

The views to be expressed are, in my judgment, representative of that constantly increasing body of school men and of laymen who believe that one of the underlying principles of modern civilization is that efficiency and progress are dependent upon the division of labor and upon the specialization of functions on the part of the laborers. It is, therefore, coming to be recognized as an educational principle that, inasmuch as the office of the university president is a distinctly specialized office, the one who discharges

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*An address delivered April 13, 1923, at a conference of college presidents held under the auspices of the University Club, of Fort Worth, Texas.

its functions should be in deed and in truth professionally qualified for efficient service in that particular field of educational endeavor, just as a man who is to be placed at the head of a great engineering enterprise should certainly have demonstrated knowledge and skill and power in the engineering world.

Some years ago, James B. Angell, the great president of the University of Michigan, after many years of high-grade educational endeavor in that commonwealth, voluntarily laid down the burdens of his office. One of the members of the faculty of that institution, Dean John O. Reed, a man who loved and honored President Angell, in an article setting forth some of the many qualifications of which the executive head of a great educational institution stands in sore need, thus described a few of them:

> Dr. Angell's successor should combine many prominent characteristics. He should bring to the university the financial genius of Messrs. Morgan, Carnegie, and Rockefeller combined; then possibly salaries might go up. He should possess the united powers of research of Darwin, of Pasteur, of Helmholz, and of Mommsen; then maybe "productive scholarship" would get a show. He should be able to organize and disorganize railroads, mergers, trusts and holding companies with a skill and finesse that would make J. J. Hill or E. H. Harriman look like one of Mr. Heinz's fifty-seven varieties; this would encourage economics and business administration. All this for the glory and the advancement of alma mater. For his own individual needs the new president should have the ideas, the ideals, the forceful rhetoric, and the persistent purpose of T. Roosevelt, Esq., also the eye-glasses and the teeth; he should have an epidermis equal to two thicknesses of sole leather and the forceful striking manner of Professor John L. Sullivan. He may then be able to meet the legislature, the board of regents, or his separate faculties and make each of them "sit up." Like bad boys in school we can each of us think of at least one professor who has been "spoiling for a licking for months," and the new president ought to get to him quick.

One would possibly not agree with all the suggestions made by Dean Reed, but would certainly support the view

that a university president should be an individual blessed with many varied accomplishments.

In the evolution of the university president there have been at least three distinct phases. In the early years of educational history in America the ministerial type of president was universal. The church, which was the mother of learning, naturally dominated our schools, and preachers were chosen as presidents, a policy which Yale and Harvard to this day have almost uniformly followed.

Later on, especially when state universities were established, and when our population had greatly increased and had become less homogeneous, and when it was the widespread opinion that the constitutional severance of church and state would best be promoted by electing to college presidencies non-clerical individuals, the second type of president began to appear. Men of this type were, as a rule, noted for profound scholarship, just as the preacher-president had been; but they represented in their administrations a new point of view, one not unfriendly to the church, but one which was far distant from sectarianism or religious domination.

In these later years, a third class of university presidents has arisen. The colleges and universities have greatly increased in functions; student bodies and faculties have been enormously expanded, and business affairs, which center around the presidential office, have grown to such enormous proportions that the president has been tempted to devote all his thought and time to duties of administration. He no longer teaches classes in mental and moral philosophy; he is an extraordinarily busy man in devising ways and means for raising sufficient income to meet the cost of maintenance. In some instances, the chief, if not the only, function of the college president is to be an expert in raising funds for permanent endowment and current expenditures, these funds being extracted from more or less unwilling wealthy church members or from more or less economically-inclined legislatures.

But the chief administrative officer of a college ought to

be employed in a great many other things. If he be a capable man, the work of his office will be so organized that the distribution of funds will be made satisfactorily to all concerned. He will forefend against riotous conduct on the part of the faculty when either increases or decreases in salaries are to be determined. He will, furthermore, be able to allay and prevent friction by the equitable distribution of funds for buildings, for libraries, for apparatus and for other supplies. Thus it is that as a business executive he should be in the front rank. He should never forget, however, that the business he administers is not such as selling hides or running a railroad, but that it is a business, the proper management of which involves truly professional, educational insight. One may be ever so good a business man when it comes to running a factory; but, when it comes to running a university, he needs something more than qualifications for factory supervision, for a university is not a factory, a fundamental truth which it is the duty of the university president of our day to keep ever in the forefront of his consciousness. This is a most important duty which should be demanded by an intelligent, militant public opinion. To put it in the plainest English, no man is qualified to be a university president who does not know at first hand university problems and who has not demonstrated unusual ability in the administrative work involved in the solution of those problems.

Somewhat by way of summary and in order that some things which have heretofore been said implicitly, may be made explicit, this address will be concluded with a short statement of the qualifcations which, in my judgment, are imperative, and which, I believe in the judgment of professional schoolmen throughout the country, are absolutely necessary for reasonably successful service in the university presidency.

1. It is certain that a university president should be a man of commanding personality—a worthy example of what a real man should be. Among the personal traits are to be included executive gifts which will enable one to bring things to pass in decent and proper ways. This qualifica-

tion is to be found in any man distinguished in any line of social leadership—the law, the ministry, medicine, business, or what not. There can be no question about the fact that, for example, a great merchant, endowed with an engaging and vigorous personality, would make a better university president than some teacher with whom the Lord dealt niggardly at birth and whose hereditary limitations have prevented the development of virile and masterful qualities of mind and heart and will; but such merchant is incomparably inferior to a real man who is endowed by heredity and subsequent training with a powerful personality, to which are added also knowledge and insight and wisdom regarding university affairs.

2. A second qualification is an intimate acquaintance with the world of human learning—scholarship greater in quantity and in quality than belongs to the ordinary man who has acquired a liberal education; greater, in fact, than that which is to be expected of a preacher, a doctor, a lawyer, or even the average university professor. In our day the world of learning has been so greatly expanded, and the problems connected with the administration of college curricula have become so numerous and difficult, that the man who is to lead in the forward march of university achievement should have the scholarship qualification for teaching raised at least to the second degree.

The real work of the university, that by which the miracle of development of students is accomplished, is performed by the members of the faculty, the scholars, and teachers employed. And it stands to reason that the university president should have the profoundest sympathy with scholarly pursuits, which sympathy can be born only of intimate contact with scholars and with personal experience in the realm of learning. In this utilitarian age, it is easy to forget that, in any educational institution, the staff of instruction is its very heart, and that every administrative officer should be able and willing to devote his time and his talents to the promotion of scholarly pursuits. The fact is, that the utilitarian-minded man fails to appreciate the truth that real scholarship is not antagonistic to, but is

closely correlated with, the progress of practical affairs in this world.

3. The university president, moreover, needs not only desirable personality and scholarship of high order, but he should also be familiar with the genesis and the evolution of the institution known as the school. The man who is directing the affairs of any institution certainly ought to know where it comes from and he ought to have an intelligent conception of where it is headed; otherwise, he is merely a blind leader, and is likely not only to get into the ditch himself, but also to drag innocent and unoffending victims with him.

It is especially important, in order that he understand the present university situation in America and in foreign lands, that he be familiar with the founding and subsequent progress of higher education from the days of ancient Greece to our own time, not forgetting the fact that in these days of democracy the state university is only one of the integral parts of our public school system. Dr. Van Hise, the great president of the University of Wisconsin, sanctioned this view, for one day he wisely remarked to me, "I do not know why the board of regents elected me president, for I did not know anything about the history of education, and surely a university president ought to know that subject."

4. The university president should unquestionably be skillful in university administration. For one to attain skill in any activity, from penmanship to the university presidency, requires practice, and especially does university administrative skill require intelligent practice. This skill cannot be acquired overnight by even the most gifted of men; it is the result of very long and patient and wise experience. To illustrate: If one's mother-in-law were to fall sick, he might be willing to call for the services of a barber or a justice of the peace or some politician; but if he, himself, were attacked by disease, without question he would summon a real physician to his bedside. If his malady were grave, he would call for the physician reputed to possess

the very soundest knowledge and the greatest skill. When a university needs a president, the university is very sick, and, therefore, needs the best pedagogic doctor available.

If one be a party to a suit at law in which either his personal liberty or a great amount of his worldly goods be involved, he does not send for a plumber or a horse doctor or a dealer in hides or a professional office-holder, but he seeks a real lawyer, one who has been engaged for years in a successful practice, and who at the very time has numerous clients, and who really loves his profession, and who has no thought of abandoning it for some other pursuit.

One who stands in need of the services of a lawyer does not advertise for candidates for the case, but he employs common sense in seeking out some individual about whose qualifications there can be no question and he asks for the benefit of his services. No truly professional man acquires clients after the manner of him who is engaged in the manufacture and sale of patent medicines. If, therefore, the university presidency be a professional office of high degree, surely in filling that office undisputed professional ethics should be employed, and the self-seeker and hot-footed political campaigner should not for a moment receive consideration.

So vitally does the work of the university president affect the students and the faculty of the institution whose affairs he directs, as well as the interests of the people at large, that he should be considered one of the really great servants of the state and should be regarded as an honest-to-God prophet and apostle of democracy. In thought and in act, he should be a democrat, not a demagogue. He should manifest contempt for the gang spirit that breeds dissension and discontent among men; he should constantly press toward the mark of the prize of his high calling, and thus become a powerful influence in the raising of his fellows to higher levels of human progress.

A LOGICAL ORGANIZATION OF A STATE SYSTEM FOR PROVIDING AN ADEQUATE SUPPLY OF TEACHERS*

The world's view with respect to the education of the worker charged with the instruction and the training of youth is a striking example of how the law of progressive development operates. This law, which is fundamental, cannot be side-stepped or short-circuited by even the pedagogue. How public opinion is developed has been clearly described by Herbert Spencer. The first stage is characterized by unanimity of belief. Everybody is in complete ignorance as to the real truth, and, therefore, there is no opportunity for disagreement. The second stage, however, is marked by investigation, observation, and discussion, and great differences of opinion abound. This stage Spencer calls the disagreement of the inquiring. The last stage, which appears after the inquirers have fought themselves to a standstill and have disclosed clearly the truth as it is, the English philosopher calls the unanimity of the wise.

Certainly, the question of the education of school workers has not reached the final stage, being, rather, in the second stage of development, which is marked by a tremendous amount of more or less irrational inquiry, as well as by an infinite variety of opinion among the inquirers, some sober, some wild-eyed, some positively insane.

We have surely passed beyond the first stage, for, among all civilized people, there is now what may be called a well-settled conviction that he who is to operate in the instruction and training of children should himself be instructed and trained in his field of endeavor. There is no absolute agreement as to what instruction and what training he should receive or as to what should be the length of the pe-

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*A paper read November 30, 1923, before the Teachers' College Section of the Texas State Teachers' Association.

riods of instruction and training. Of course, years ago the right of one practically without scholarship or professional knowledge to engage in teaching was looked upon with equanimity. Certainly, it was not condemned, for it was practically the universal practice. Later on there was a more or less well-defined feeling that one who is to teach should know at least the subject-matter of the branches of learning in which he is to give instruction. In the most favored regions of America there is maintaned the position that he who is to teach, should, in point of scholarship, be at least four years in advance of the students, a position which, during the last twenty years, the state of Texas has been slowly approaching. To illustrate, we are coming to the belief that the teacher in an elementary school should have scholarship in amount and character required for graduation from a standardized four-year high school, while he who is to teach in a high school should hold a bachelor's degree from a reputable college, and a college instructor or professor should be a master of arts, preferably a doctor of philosophy. As to professional requirements, while they are by no means uniform throughout the country, they are accorded substantial recognition in Texas, as well as in other states of the American Union. It is the practice in some of these states to require graduation from a teachers' college of men and women who wish to be employed in the elementary schools. Some states require professional training of high-school teachers. So far as I am informed, there is no professional requirement whatever demanded of the members of the staff of a teachers' college or of any other college or of a university, a fact which seems to indicate that of the two standards, scholarship and professional attainments, scholarship yet holds sway in the world of higher education.

Setting aside the preliminaries above, let me now briefly direct attention to the question, how should a state system for providing an adequate supply of teachers be organized?

1. In the first place, the system should be organized upon so extensive a scale as to insure qualified teachers for all the individuals to be instructed in the elementary, the

secondary, and the higher schools. This may seem to be a work of large proportions; but, when a state sets out to establish and maintain an efficient system of instruction for all the people, it is an enterprise larger than any other that has yet been proposed by a modern state. If we really believe that education is necessary to the salvation of the state, to the perpetuity of democratic institutions, to the safety of property and of human life, then we must enter upon this work of planning for a school system fully convinced of the magnitude of the undertaking. No narrow-minded, partial view should be tolerated. I, therefore, repeat that the organization of a system of teacher-training is illogical if it provide for the training of only a portion of the men and women who are to teach our children and youth.

Your attention is invited to some statistics which refer to the scholastic year 1921-1922, disclosing a rather lamentable situation in Texas. For the year above named 27% of the teachers employed in the public schools in this state held second-grade certificates; 41% held first-grade certificates; while 32% had been granted permanent certificates, including permanent primary certificates. Twenty-seven percent of our teachers had not graduated from either college or high school; 41% were high-school graduates; 22% were normal-school graduates; and 13% were graduates of colleges and universities.*

Surely the evidence just now presented is entirely conclusive. No one with the facts before him concerning the scholastic qualifications of teachers, would be disposed to declare that Texas has an efficient system of public instruction. Rather, he would sympathize with the statement in the eleventh edition of the Encyclopedia Britannica to the effect that "Texas enjoys the anomalous distinction of having the largest public school fund and the poorest public school system in America."

2. The curricula of schools for the preparation of teach-

*These figures were taken from page 66 of "A Handbook of Information as to Education in Texas," published in Bulletin 157, January, 1923, of the State Department of Education.

ers should be so constructed as to guarantee academic knowledge and power. Certainly, scholarship is an indispensable qualification for teaching; we should, doubtless, consider it the chief qualification, although there are other important and necessary qualifications. It is idle to expect one to achieve great results as a teacher if he himself has not first been trained in a school of creditable rank. Surely, the education of children, even in the kindergarten or in the elementary school, should be intrusted only to educated, cultured men and women. When we shall have reached the stage of the pedagogic ideal in Texas, one would not be considered visionary should he express the conviction that teachers employed in the lowest grades of public schools should be college graduates.

Just what the academic portion of teacher-training curricula should embody is a very large question—too large to undertake to answer in this paper. The educational historian in the future will, no doubt, easily come to the conclusion that the term "curricula" was written across the sky of the school world of our time. Surely, the last quarter of a century has been marked by apparently endless discussions centering around the building of courses of study in lower schools, in secondary schools, and in higher schools. I myself have some opinions, not to say some solid convictions, as to the culture-materials that should rightfully be incorporated into teacher-training curricula; but I have not the time, nor have you the patience to hear them just now. The one point upon which we should all insist, and which I wish to repeat with emphasis, is that, if teaching is to become a *bona fide* profession, and, if it is to be recognized as such, the members of that profession must, from an academic point of view, rank with the members of the other so-called learned professions. In corroboration of this contention, I quote these sentences taken from a bulletin published by the Massachusetts Institute of Technology last April:

"The Institute gives to students instruction in English, history, and political science, and in other general studies, which are essential to a liberal education. It also gives

them a thorough training in the fundamental sciences of chemistry, physics, and mathematics, and in the important application of the principles of these sciences to the various branches of engineering and applied science. It lays far more stress on the development of the power to deal effectively with new engineering or scientific problems than on the acquirement of an extensive knowledge of details . . . Its curriculum differs from that of technical schools of the narrower type in the respect that a large proportion of liberal studies of a literary and general scientific character are insisted upon, and in the respect that courses upon technological methods and other highly specialized subjects are largely excluded; for, while the latter are sometimes important in special industries, they are not essential to a broadly trained engineer, who can readily acquire later the necessary technical knowledge."*

3. Concerning the special professional part of the prospective teacher's education, there has been great contention. Articles, as well as books without number, have discussed this phase of our question. There has obtained, and there now obtains, great variety of views as to the solution of this problem, these views ranging all the way from that which advocates no professional preparation whatever to the contention that all the preparation a teacher needs is of a strictly professional type. There are many people who are confident that all one needs in order to become a teacher is to attain a high degree of scholarship, and that whatever professional knowledge and skill he may need was either furnished him at his birth by the good God, or maybe picked up after he himself shall have entered upon his career as a teacher. To illustrate what I mean, I wish to make a confession. Though I have for many years been a professor of education, I did not have the opportunity to master a single course in that subject while I was a university student. The actual truth of the matter is that, in the whole English-speaking world at that time there were only two universities in which it was possible for one to ob-

*Page 35, Vol. 58, No. 1. "Bulletin, Massachusetts Institute of Technology," January, 1923.

tain instruction in educational courses—the universities of Edinburgh and Glasgow.

Other evidence is at hand. In the first normal school, which was established in the United States in Lexington, Massachusetts, in 1838, the program of studies was by no means ambitious. The dominating principle governing the builders of the curriculum was that the influence of the normal schools "should be wholly concentrated upon the preparation of our teachers for the common schools." Such was the declaration of Horace Mann, who was the controlling spirit in the normal school movement of his day. Provision was made for these four items:

(a) "A careful review of the branches of knowledge required to be taught in our common schools, it being, of course, the first requisite of a teacher that he should know well that which he is to aid others in learning. The teacher must know things in a masterly way, curiously, nicely, and in their reasons.

(b) "The second part of instruction in a normal school is the art of teaching.

(c) "The third branch of instruction to be imparted in an institution concerns the important function of the government of a school, and might perhaps be more justly named the first. The best method of governing a school—that is of exercising a moral influence in it as is most favorable to the training of the pupil—will form a very important part of the course of instruction.

(d) "In the last place, it is to be observed that in aid of all the instruction and exercises within the limits of a normal school, properly so-called, there is to be established a common or district school as a school practice."

The normal school as understood by Horace Mann, and the president of the Lexington Normal, David Perkins Page, was a distinctly professional school, requiring the student to be instructed in the art of teaching and in the art of school government, and to profit by actual practice in the district school under the intelligent supervision of his own instructors. Besides, a kind of semi-professional training in the shape of a thorough-going review of the common-school

branches was demanded. The idea of extended academic instruction, which obtains in normal schools of the present day, did not have weight with the men who formulated the curricula of the early-day normals. This raises an important matter yet to be determined, but not by a festival of disreason, where those who participate are divided into rival camps, each camp calling the others by opprobrious names.

Just what proportion of preparation for teaching should be academic and what professional, nobody now infallibly knows. In some teachers' colleges and in other colleges, the ratio of the professional to the academic work is one to four. In some other colleges, it is one to five, and in still other colleges, it is even less. At the University of Texas, the ratio which now obtains is three to ten. In other words, at the University of Texas twenty courses are required for graduation with the bachelor's degree, six of which are professional and the remainder, academic. It may be said, however, that four of the academic courses required are semi-professional, for the student is required to complete four courses in the subject which he is preparing to teach.

Examination of the catalogue requirements for the degree of civil engineer, as granted by the University of Texas, discloses the fact that 53% of the courses required is altogether of a professional nature, while 47% is of an academic type. This question of the proportion of academic and professional work is in some portions of the country a burning issue as to the training for the ministry. It enters also into the discussions of the training of the lawyer and of the physician. As said above, no agreement has yet been reached; but there is all the more reason for critical and continued study.

In the solution of this phase of the problem, many minor questions are involved, such as: What is the practical and also the cultural value of professional courses relating to education? Should a professional school lay greatest possible emphasis upon professional subjects in its own curricula? What phases of the professional side of a teacher's preparation are of superior value, and what are the

relative values of the several phases?

Another subsidiary, but important, question which demands attention in considering the organization of a teacher-training system is this: Should the different classes of workers in the school world experience identical preparation either from an academic or from a professional point of view? If it be possible to devise a course of study that will fit one to teach anything, we ought to find it out as soon as possible. I once read an advertisement of a patent medicine which ran about as follows: "This specific will cure any known disease, and if, perchance, any other diseases arise, it is guaranteed to cure them also." If such a pedagogic program can be invented, it ought to be copyrighted, and its use should be rigorously prescribed.

It seems to be generally agreed that, among the academic courses, there are certain constants which should be required of all classes of prospective workers in the field of education, whether they are to be engaged in the kindergarten, in the elementary or the secondary school, in the college, or in the university. There is, perhaps, unanimous agreement that any one who is to engage in teaching or supervision of teaching should be a master of English, and, therefore, should be required to spend no small part of each of his student-years in the study of our vernacular, becoming reasonably well acquainted, not only with the grammar part of English, but also with its literary classics, and achieving reasonable power and skill in both oral and written expression of his own thoughts. This requirement involves that one shall be able to say what he means and to mean what he says, and, furthermore, to accumulate thought materials worthy of being expressed. In this country one must live his intellectual life in the realm of English, and it is especially important that he devote much study to this subject. The fact is that, even though he study a foreign language, one of the most valuable results to be derived therefrom is its reflective influence upon his use of his own mother tongue.

There is a disposition asserting itself to the effect that every teacher, no matter in what phase of educational work

he may be employed, should become acquainted with the social sciences. While this view is by no means unanimously supported, nevertheless, the feeling is rather strong in the direction of requiring social sciences in every curriculum for teachers. Surely, every teacher is in the midst of social problems, and any preparation that will afford insight into their nature and difficulty will be of aid in solving them.

As to other subjects of an academic nature, there is, so far as I am informed, no preponderating testimony as to the necessity or the advisability of incorporating them as positive requirements in curricula for teachers.

As to the requirements of a professional character, the status of educational opinion is similar to that respecting academic requirements. Perhaps the psychology of education would, by a great majority of thinkers, be placed among the constants, but even here there are a few who believe that the psychology of education required of the kindergartner is not exactly what should be required of the prospective high-school teacher. There are, nevertheless, many supporters of the view that there can be, and should be, organized a course in what may be called introductory psychology, which will be of benefit to all classes of students who are preparing to teach.

Whether school management, or, as some people prefer to phrase it, educational administration, should be a required course for all education students, there is much debate. This course was considered a prime necessity by Horace Mann and his co-workers in the normal school movement which began nearly a hundred years ago.

Whether every class of prospective teachers should be compelled to complete a general course in the history of education, to be followed by a specialized course in that subject, is a question not yet settled. The fact is that there seems to be a disposition in more than one quarter to give little emphasis to the history of education or to the philosophy of education, illuminating though they be and attended by the most desirable results, cultural and practical. It is contended by some wise people that it is far more desir-

able for the education student to devote his attention to more technical phases of education than to the history and philosophy of education, though every foundation principle of his professional work is to be established through the mastery of those subjects.

There is one phase of our problem, about which there is at this time unanimous opinion—an opinion which prevailed at the founding of the first normal school in the United States—that is, that a course in practice teaching is a necessity, and, therefore, should be prescribed for all teachers. We have at last learned the simple psychological truth that skill in any human activity from penmanship to preaching requires practice. What I wrote in my copy book when I was a small boy, the profound philosophy of which I did not then understand, seems now reasonably clear—the proverb which reads, "Practice makes perfect."

Whatever may be the great variety of opinion concerning academic requirements and professional requirements for the pedagogue, a state, in organizing a logical plan for preparing all the teachers employed in its school system, should take account of the fact that there must be specialization on the part of the individual teacher. It follows, therefore, that separate curricula for the various classes of workers should be carefully thought out and so interrelated that they will best subserve the common good.

4. Truly many other important and difficult questions should be answered before a complete solution of the problem of the rational organization of a system of teacher-training in Texas can be solved with any reasonable degree of certainty and satisfaction. Some of these questions are the following:

(a) Should teachers' colleges be attended by only those young men and women who have decided positively that they will not only enter, but that they will also remain in, the teaching profession? To answer this question in the affirmative would exclude a very large number of women, because no young woman eighteen or nineteen years of age can guarantee that she will not be mortally wounded sooner or later by the darts of Cupid. Furthermore, it is some-

what too much to ask of a young man to give bond that, after graduation from college he will teach as long as he lives, because other professions, notably law and banking, often entice from the schoolroom many a man who has talent and who, furthermore, has a laudable desire to get a considerable share of this world's goods and this world's honors.

It may be suggested in this connection that, if the teachers' colleges adopt the policy of ministering to the needs of all sorts of college students, there is danger that the great purpose of training teachers may not receive due recognition. Again, it is sometimes noted that when a teacher-training institution becomes a college there is developed a tendency to over-emphasize the training of high-school teachers, and to under-emphasize the importance of preparing teachers for the elementary schools. It is certain that the state needs a far greater number of elementary-grade teachers than it does of teachers for the secondary schools.

(b) Should the university be allowed to train teachers for the elementary schools, as well as for the high schools and for institutions of higher rank? It is a well-known fact that university departments or schools of education were first established to minister to the needs of men and women who were to teach in the secondary schools, the work in the elementary grades to be left entirely to the normal schools. There has, however, been a marked evolution in the development of normal schools, and I believe that, while the teachers' colleges of today have established their right to function in the preparation of high-school teachers, the university has taken over also the elementary school phase of teacher-training.

(c) Should high schools be given authority to engage in the work of teacher-training? Concerning this question it may be said that, taking the country as a whole, an affirmative answer has not yet been given; but, nevertheless, the fact remains that, before the question shall have been finally settled, a more searching examination of all the facts relating thereto must be made.

(d) In the formulation of a state system for teacher-training, should the authorities of the state consider what contributions can be made by institutions that are privately endowed or that are supported by religious denominations? Surely, the valuable work which has already been done by such institutions in our state, as well as in other states, is deserving of the very greatest commendation. My own opinion is that in the future their contributions will be even more significant.

Finally, and by way of conclusion, attention is invited to these general considerations in formulating an efficient system of teacher-training in Texas:

1. The fact that the whole problem is in the realm of discussion, not even a wise-acre knowing the absolutely correct solution, should make us all humble, all willing to investigate the problem from every angle, and all desiring to learn from each other and even from intelligent laymen.
2. Texas is under bond to instruct and train men and women in such numbers as will guarantee to all the youth of Texas instruction and training of high professional grade.
3. Curricula for teachers should embody enough academic material to insure liberal culture on the part of all our teachers.
4. The teachers of Texas should, in their pre-professional preparation, enjoy professional instruction and training.
5. It is advisable to establish and maintain a distinctive curriculum for each class of workers in the educational world.
6. A study of just what academic and just what professional courses should be incorporated into each teacher-training curriculum, should be prosecuted with scientific thoroughness and with love of truth.
7. Whether the present status of the evolution of education in Texas requires that at least the elementary phases of teacher-training find a place in the high school is deserving of thoughtful and patriotic inquiry.

FUNDAMENTAL QUESTIONS TO BE CONSIDERED IN THE DEVELOPMENT OF EDUCATIONAL PUBLIC OPINION*

Being the one institution set apart to develop such essential elements of human character as honesty of purpose, openness of mind, freedom from prejudice, and tolerance of the opinions of others, the school serves both to promote and protect our democratic government. It is, therefore, of priceless value, and every patriot, man or woman, is under bond to maintain, by word and deed, publicly and privately, the integrity of this institution. While women are not armed with the ballot in Texas, yet they contribute in no small degree to the creation and development of public opinion. In matters pertaining to the education of the youth, they are especially influential. They can have no greater duty, and can obtain no greater privilege than to exercise continuously and earnestly a strong and wholesome influence in behalf of the very best educational advantages it is possible to obtain for the rising generation. Let us note a few ways in which this influence can be well-directed.

1. The physical conditions under which children are to spend their school life should be sanitary, comfortable and attractive. Clean, healthful, beautiful buildings and grounds have desirable effects not only upon the bodies of children, but also upon the mind and character. The Greeks of old had greater insight with respect to this matter than do many living in modern times. By careful attention to the needs of the growing body such a race of men and women were developed in ancient Greece as has not been surpassed through all the centuries that have followed. They believed, furthermore, in surrounding the young with works of art stimulating to the healthful imagination. In Plato's "Republic," which sets forth an ideal scheme of education, we

*A portion of a paper read in Houston, Texas, November 17, 1904, before the Texas Federation of Women's Clubs.

read: "We would not have our guardians grow up amid images of moral deformity, as in some noxious pasture, and there browse and feed upon many a baneful herb and flower, day by day, little by little, until they silently gather a mass of festering corruption in their own souls. Let our artists rather be those who are gifted to discern the true nature of beauty and grace. Then will our youth dwell in a land of health amid fair sights and sounds; and beauty, the effluence of fair works, will meet the sense like a breeze and insensibly draw the soul, even in childhood, into harmony with the beauty of reason." If the women of Texas, appreciating the philosophy of Plato's words, should mold public opinion in every community in this state in accordance therewith, in no city, town or hamlet in all this commonwealth would there be found a schoolhouse that is a caricature upon architecture and that is less inviting than the building in which criminals are confined.

2. If the priceless blessings of good schools are to be enjoyed by our children, only competent teachers should be employed to give them instruction. The teacher who does not represent in his own person the ideals of true manhood, is incapable of leading younger people to appreciate those ideals. While it is necessary that the teacher be a scholar, he must first be possessed of the manners, as well as the higher attributes of the well-bred gentleman.

But scholarship also is imperative. Certainly no one can teach what he himself does not know. It is a safe rule to adopt that the teacher be at least four years in advance of the pupils he is to teach. No teacher, for example, should be employed in a high school who has not the training equivalent to that to be derived from the satisfactory completion of courses of study leading to graduation from college.

Furthermore, a truly qualified teacher is one who is familiar with, and is vitally interested in, the problems of his own profession, and consequently with the literature relating to that profession. He is daily studying these problems, and is becoming more and more familiar with them, not only at first hand, but also through the thought of the

leaders in education. He spends his money in order that he may obtain professional growth. His long vacations are not consumed in absolute idleness or in flitting from watering place to mountain resort. At least a portion of every summer he spends in study in some institution which offers opportunity for professional advancement. His salary may be small; but he wisely invests a portion of it in order that he may become a larger man, feeling assured that large salaries are never found hunting for small men.

The truly professional teacher, again, in the securing and holding of official positions, is not depending upon political pull, upon membership in any religious denomination, upon ties of consanguinity or affinity, or upon any form of graft, however veiled or specious. He modestly submits upon proper occasions his personal and professional merits, and he is willing to be judged by them, and them alone. This is the very essence of honesty and fair dealing. If we wish our children to have these qualities indelibly stamped upon their lives, we should strenuously insist that the men and women who teach them should be reasonably reputable guides with respect to culture and character. This, then, is the second lesson for the pupils of my class: The women of this Federation should have an abiding interest in developing in their several communities a strong and vigorous sentiment in behalf of the selection and retention of teachers upon only one basis, the basis of merit.

3. The third lesson is like unto the second. The school superintendent should have all the qualifications of the teacher, and some one has said that he should have these qualifications raised to the second power. The superintendent of schools is, in a large degree, the teacher of teachers. If he be a weak man, a time-server, a political trimmer, no one need be surprised if the principals and teachers under his supervision shall, in time, manifest similar weaknesses. The leader in any organization invariably stamps his own qualities of mind and heart upon its every department. In every community, perhaps, the greatest public interest is its system of schools. The head of that

system should be a man who devotes himself exclusively to the duties of his office. Those duties being of an educational character, he should be distinguished because of his discharge of educational functions. These functions are so numerous and so complex that they will require all the time and all the talent of the most gifted of men. To discharge them faithfully and acceptably requires a man who is not an expert as a mere job-holder, a skilled manipulator of political methods, but one by whose worthy leadership in educational affairs the opportunities for the development of sturdy character will be, year by year, multiplied in every school under his supervision. In him every teacher will find a trusted counsellor and friend, every parent a judicious adviser, and every child a courageous defender of his rights. There is connected with the public service no officer in whom the women of this organization should have a more intelligent concern.

4. The members of the board of trustees in every school district should be composed of intelligent, patriotic and prudent men. The law very wisely forbids the payment of a salary to a school trustee. It is the theory of our state that everywhere will be found capable and honorable men who are sufficiently interested in the schools to give their services as trustees gratis. It is the theory, also, that these trustees shall be trustees in fact, and not in name only. Should the trustee of an estate of a deceased person prove recreant to his trust, adequate penalties are fixed by law. It is especially disreputable for a man to be dishonest, or even careless, in the management of property interests belonging to others. If anything, it is still more disreputable for the trustee of a school, because of the seductive blandishments of grafters of greater or less venality, or because of the influence of powerful social, sectarian, or political pulls, to barter away the spiritual rights of the children of his community. One of the great rights of every child is that he is entitled to the best possible instruction obtainable. The selection of the teacher who is to give that instruction is in the hands of the trustee, who has taken oath that he will properly administer the trust reposed in him. A trus-

tee mindful of his obligations will not favor the system of the spoilsman, but will adopt the policy recommended a year ago in the report to his school trustees by Superintendent S. M. N. Marrs, of Terrell, Texas. From Superintendent Marrs' report these extracts are taken:

"The statement is frequently made, 'Everything else being equal, I believe in employing our own graduates to teach in our schools.' I know that every one of you, as a member of the school board, endorses this statement fully. But when you have teachers of many years' experience, holding college or normal school diplomas, or life certificates, who have been successful in their work, make application for positions in our schools, are our graduates with a few months' experience, and holding second-grade county certificates, or possibly first-grade certificates, their equals? I would not detract one iota from the successful work of those of our teachers who, by their genial personality and indomnitable energy, have given such entire satisfaction; but I would remind them that progress should be their watchword, and that they should take advantage of every opportunity to place themselves upon an equality with other teachers who have spent some of the best years of their lives in preparation for the noble duties of the profession. And when this is done, when our graduates go to the normal schools and the colleges and return to us upon an equal footing with other teachers, holding their diplomas, earned by hard study and close application, I am very sure they will receive favorable consideration and be given an opportunity to prove whether or not they possess the other elements of the successful teacher. So long as you fail to demand of your home teachers the same preparation you require of those from a distance, you contribute to their negligence in this respect, and instead of your leniency being a kindness, it becomes a real injury."

There is but one single question for the trustee to ask if he wishes to fulfill the obligations of his position, and that question is, in every instance, "What action on my part is demanded by the best interests of the children for whom the

schools have been established and for whom they should be conducted?" To answer this question correctly requires a greater degree of intelligence than some people imagine, and a higher degree of honesty than some men have inherited or attained. The good women, as well as the good men, in every community certainly love their children and should, therefore, find it easy to agree to elect to membership upon the board of school trustees only such men as clearly demonstrate intellectual and moral fitness therefor.

It stands to reason, from what has just now been said, that the board of trustees should be divorced from partisan politics. The school is an institution, the blessings of which the children of people of all shades of political belief have a right to share. It is the only institution upon which all parties can certainly unite. Republicans, Democrats (if there are any Democrats left since the recent election), Populists, Mugwumps, Socialists, all are interested in the education of their children. It would certainly be unrighteous and un-American to conduct such an institution along narrow political lines. Time forbids an extended discussion of this point; but I cannot forbear quoting these sentences, taken from an address made last July by Andrew S. Draper, commissioner of education of the state of New York: "It seems to be accepted all around that 'politics,' or partisan influences of any kind, operating with the dark lantern, shall be met with resentment, and that with emphasis. That is something; but it is far from all. We not only do not want men and women in the educational organization simply because they have won the gratitude and support of some other kind of organization which is doubtless right enough in its way; but we want men and women who have taste and training which may be strikingly useful in the upbuilding of an educational organization."

In Texas, school affairs have been managed with singular freedom from corruption and debauchery. The really vicious ultra-partisan management of educational interests has been rare in this state; but in these days, when, in many parts of our country, the spoilsman and the grafter are searching for every possible opportunity to ply their ne-

farious practices, it is incumbent upon us to fix, once for all, if possible, uncompromising faith in the doctrine that the schools of this state shall be run for the benefit of our children, and for their benefit alone. It should be a matter of great pride to every citizen of Texas that the regents of the University, ever since it was founded twenty-one years ago, have kept in mind the fact that it is their sole function as regents to administer a great educational trust, and that they have, therefore, not been subservient to any other than educational influences. They may, at times, have been mistaken in their judgments; but these were mistakes incident to the fallibility of human nature, and were in no sense crimes committed with malice aforethought.

In the work of quickening and strengthening public opinion in behalf of the proper administration of our public schools, I am sure the members of the Texas Federation of Women's Clubs can render valiant and valued service. Any form of public service is sure to fail of greatest success whenever public interest is wanting. The club women of this state undoubtedly have ways and means by which interest in the educational questions can be kept vigorously alive. The mothers' club has, in many places, been an effective agency in this direction. Far be it from me to speak with scant praise of its splendid service; but I beg to suggest that it should be supplemented in every school district by the organization of an educational association, to include in its membership men, as well as women, an association to coöperate with teachers, principals, superintendents and school trustees in strengthening public opinion in behalf of better schools and better school facilities; to study, really study, the conditions necessary to genuine progress; and to assist generously and sanely in devising plans, and, when proper, in executing plans, to insure those conditions. It seems to me that it is intended by Providence that the education of children should be of equal concern to fathers and mothers. Surely we cannot expect that work to be in the highest degree successful if the masculine element of our population be practically excluded therefrom. Other means, for example the organi-

zation of fathers' clubs, to meet very seldom, will be suggested to your minds. But whatever plans may be adopted, surely here is a rich and a well-nigh unoccupied field of endeavor in which results of inestimable value may be achieved by this Federation. To the most fruitful tillage of this field you are invited by every competent and faithful teacher and school officer in this state, as well as by every child whose powers of mind and heart are calling for favorable conditions of development.

Finally, while the club women of this state are deserving of highest commendation for their study of many of the difficult problems of our modern times, problems of domestic economy, of municipal politics, of state politics, of national politics, of world politics, problems of dress, of social functions, of art, literature, history, philosophy, love, law, trade, religion, etc., yet it is respectfully, but earnestly, urged that they should not fail to give liberally of their time and their talents to the consideration of another question, which is fundamental to questions of home, society, church and state. That question is: What shall be done to and for and with the child, by whose proper education the highest hopes of humanity are to be realized, and in whose life and advancement the brain and heart of womankind can be most effectively employed?

Should the club women of this state aid in the development of the doctrine that the physical conditions about our schoolrooms should be wholesome and beautiful; that the teachers of Texas children should be men and women of sound scholarship, high character, and real professional ability; that school superintendents should be educational leaders worthy of the cause they represent, and that the trustees of our public schools should be men of unquestioned probity, generous insight, and commendable patriotism—I say, if the club women of this Federation should add their great influence to the promtion of these four fundamental doctrines, unborn generations of Texas children will have reason to bless your memory, the angels will hear the story of your good deeds, and the Lord of heaven and earth will know you every one by name.

SOME EDUCATIONAL PROBLEMS FOR THE TEXAS FEDERATION OF WOMEN'S CLUBS*

Education obeys the general law of evolution, and it is, therefore, not surprising that educational organization and administration are yet far from perfection. Even a very superficial observer easily recognizes that there is a tremendous amount of inquiring into educational plans and processes, and that there is also a well-nigh infinite variety of opinion among the inquirers. Perhaps our educational systems in America were well described, though unwittingly, by a certain colored preacher, who upon one occasion delivered a rambling, non-illuminating discourse upon education in its universal and particular aspects. The conclusion of his effort was as follows: "To sum up de whole matter, my bredren, education is a mighty fine thing. It is de palladium of our liberty and de pandemonium of our civilization."

From what has just now been stated, one would easily reach the conclusion that rational people, such as are numbered in your body, should really investigate painstakingly, thoroughly, and sensibly the many great problems which center in and around the education of the youth. Certainly not one of these difficult questions can be settled over night. One cannot arrive at the truth concerning any matter by trusting to inspiration from on high, or from anywhere else. One who gains real insight into any human problem must work for it, and must work long enough to justify the great reward that is given only to faithful and competent workers.

This first obligation I mention, it seems to me, especially requires that the intelligent women of the Federation in this state fully comprehend the doctrine of public education at public expense. They should not rest satisfied until they have developed clear understanding of the public school sys-

*An address delivered before the Texas Federation of Women's Clubs, Wichita Falls, November 14, 1923.

tem which the state of Texas has established and which it is maintaining. One who imagines that this system is confined largely or chiefly to urban schools, or to rural schools, to elementary, or to secondary, or to higher schools, is greatly deluded. The state system is composed of all these integral factors, and one who is a special friend of only one of these factors and is unfriendly to any other of the constituent elements, is an enemy to the entire system. To make this perfectly plain, a professor in the University of Texas who is willing to attack any other department of the state school system is a disloyal servant; while a teacher in the rural school, whose influence is directed in opposition to the University or any other of the state's institutions of higher learning, is not qualified to teach the children in a country district. During the war, one who sought to destroy the projects of the air service was, after due trial and conviction, put to death for disloyalty, even though he may have proven commendable activity on his part in some other branch of the service. To change the figure somewhat, the member of a baseball team, an expert pitcher, for example, who does not combine willingly and effectively with other members of the team, suddenly finds his connection therewith severed, and that without remedy.

The well-informed women of this state will render a most conspicuous service if they will insist that the honest-to-God people of this state—those who furnish the children to be educated, and who furthermore pay the bills—should take time to learn what the public-school system really is, and should realize that they are stockholders in a business which should return dividends of greater value than those coming from investments in mines, factories, farms, or railways. If you will allow me to qualify as a witness, I wish to testify that there is not a state in this Union, perhaps not a city in the Union, in which its lay citizenship knows either what kind of school system obtains, or what kind of system should obtain, or how the present system should be transformed into a better system. The great lay body of our people, women as well as men (though the women not to so great a degree as the men), have been so

busy making a living, going to prize fights, mountain resorts, and seaside resorts, to bridge fights, tango fests, etc., that they have overlooked their duty with respect to knowing what organization and administration of the school should be demanded in order that their own children may be so instructed and trained as to be able to live acceptably and efficiently after their school days shall have been ended.

This knowing the school system, this intelligent appreciation of what the school system is, involves a great many questions—the question of what sort of teachers should be employed; what should be the qualifications of principals and superintendents; what should be the qualifications and functions of members of school boards, to whom are entrusted the determination of school policies; the question of buildings to be devoted to educational purposes; the relative amounts of money to be devoted to the several phases of school activities; the functions of mothers' clubs, parent-teachers' associations, as well as of the unorganized and unattached citizens of the community, not to speak of many other questions too numerous even to mention on this occasion. Certainly, here is a vast field calling for rational and protracted study. The work which the Texas Federation of Women's Clubs has already done in this direction, however, is, in my judgment, a mere prophecy of the still more valuable contributions to be made by its membership in the near, as well as in the distant, future.

It is well known to the federated women's clubs in Texas that our entire system is soon to undergo a survey by expert surveyors. If the surveyors' report, which is to be submitted to the legislature in December, 1924, is to make a valuable contribution to the proper readjustment of our school system and to the progress of education in our commonwealth, it is, in my judgment, imperatively necessary that her laymen be reasonably well informed as to what a school survey actually should be, as to the larger facts disclosed by the surveyors of our system, and as to the recommendations made by these surveyors for the improvement of that system.

A voluntary organization, the sole purpose of which is to give such publicity to school survey matters as will lead the people of this state to a rational understanding of them, has already been effected, with Mr. Harry H. Rogers, a capable and social-minded layman of San Antonio, as the president. Already your Federation, as well as other bodies representing a great many different professions and occupations in which our people are engaged, have signified their intention to support this publicity movement.

My third suggestion, which I believe is certanly in line with the theme of the evening, is this: Federation women should count it a privilege, as well as a patriotic duty, to bring such influence to bear upon those who formulate educational policies, as well as those who administer them, as will guarantee to all the students in our schools the systematic, continuous, vital instruction and training which are required for the development of international-mindedness. It surely does not require much intelligence to reach the conclusion that it is perfect folly to entertain the idea of universal disarmament and world-wide peace so long as the several first-class powers of the world, Christian as well as pagan, use such educational programs and such educational methods as will develop to the very highest degree the spirit of nationalism. History, however, seems to have taught us little in the direction of international comity and righteousness. The chief labor of historians, ancient, mediaeval, modern, has been to record the rise, the decline, and the tragic fall of nations, the respective peoples of which enthroned in their hearts the ideal of national patriotism, as opposed to international duty. Let one read only the roll of the nations that are dead, and, if he has a sane mind, he will find self-evident proof of my contention.

Somewhat more than twenty years ago I adopted the role of a prophet and foretold the downfall of the German Empire. A few years before the delivery of the address which contained that prophecy, the Kaiser spoke his mind to the members of a famous school conference in Berlin, and, Kaiserlike, he vigorously told the German schoolmasters

what to do. Here is a quotation from his orders on that occasion:

"Whoever has been a pupil of a *gymnasium* himself, and has looked behind the scenes, knows where the wrong lies. First of all, a *gymnasium* must be German. It is our duty to educate men to become young Germans and not young Greeks or Romans. We must relinquish the basis which has been the rule for centuries, the old monastic education of the Middle Ages, when Latin and a little Greek were most important. These are no longer our standard; we must make German the basis, and German composition must be made the center around which everything else revolves."

Shortly after reading the Kaiser's diatribe I declared that his idea that the schools of the German nation are to cultivate mere Germans, should it have free and unlimited course, would forever arrest the development of Germany at the civic grade of culture, making it then impossible for her to arrive at the higher stage of human culture, which is the dominant idea in modern civilization. The school should not make Germans only or Americans only; but its all-controlling purpose in every nation should be to make men who, though regardful of their duties to the state in which they live, have an abiding sense of their obligations to humanity. If such men be the product of the school, they will be in harmony with the spirit, as well as with the letter, of this declaration of an emperor in ancient Rome: "As Antonine, my country is Rome; as a man, my country is the world."

In line with the contention, that schools should establish in the minds of their students habitual international thinking, and feeling and doing, let me ask you to hearken to these words which were written by a noble son of Kentucky, James Lane Allen, and which are to be found in that splendid novel, "The Reign of Law":

"For such an institution (Kentucky University) must in time have taught what all its court houses and all its pulpits —laws, human and divine—have not been able to teach: it must have taught the noble commonwealth to cease murdering. Standing there in the heart of the people's land, it

must have grown to stand in the heart of their affections; and so standing, to stand for peace. For true learning always stands for peace. And it is the scholar of the world who has ever come into it as Christ came: to teach that human life is worth saving and must be saved."

We ought to rejoice that there are many signs to indicate that our educational institutions are becoming conscious of their obligations to teach international truth and to train their students in international virtues. The whole realm of social science is more and more attracting the attention and regard of authorities in higher, secondary, and even lower schools. Such subjects as reveal the relations and consequent duties of man to man, race to race, nation to nation, furnish in abundance just such material as will, when properly assimilated, prepare one to discharge the obligations of the citizen in a highly civilized state. Surely it is just as important to know how to behave as a citizen of the world, as to be able to complete the square or to solve problems in conic sections—two important matters, concerning which only a very insignificant portion of the human family must have expert knowledge. Certainly, now that we have found out that man cannot be reduced to a formula, and now that formula-makers and bosses are thoroughly discredited, we should realize the necessity of so informing ourselves, and so directing our conduct as to make the world not only a safer, but also a more desirable, place in which to live. If the constantly increasing dominion of democracy continue, then it must arm itself with truth and justice and decency.

These then are three educational matters to which, let me say modestly, but, nevertheless, emphatically, I believe you good women should devote yourselves with consecrated purpose. You, and through you, your fellow-citizens, men as well as women, should be adequately and accurately informed concerning the greatest single business controlled by the state—that is, the school system, in which the future rulers of Texas are to be prepared for the responsibilities and duties of rulership.

Secondly, you now have splendid opportunity to engage

in this torch-bearing service in connection with the proposed educational survey authorized by the Thirty-eighth Legislature.

Thirdly, believing as you do in the solidarity of the human race, founded as it is upon one of the fundamental doctrines of Christianity; believing as you do that the genuine progress of the world is bound up with the realization of this doctrine; hoping and praying as you do that, in the not too distant future, the ideals of the Prince of Peace will reign among the nations of the earth, you will insist upon it that, so far as Texas is concerned, her youth shall have ample opportunity for the development of that righteous international-mindedness which is a necessary condition to world-peace.

Finally, of one thing I am sure: The women of this Federation are determined to make such contributions by their words and their work as will make Texas a safer and a more interesting state in which to dwell. Whatever immediate results, be they great or small, may follow your labors, you can have this blessed consolation, expressed so beautifully by Browning in these words, which he attributes to Abt Vogler, noted for his musical talent and especially for his improvement of the organ:

"All we have willed or hoped or dreamed of good shall exist;
Not its semblance, but itself; no beauty, nor good nor power
Whose voice has gone forth, but each survives for the melodist
When eternity affirms the conception of an hour.
The high that proved too high, the heroic for earth too hard,
The passion that left the ground to lose itself in the sky,
Are music sent up to God by the lover and the bard;
Enough that he heard it once: we shall hear it by-and-by."